

Our Treasure: A KIBO Coding Curriculum for Emergent Readers Based on a Song

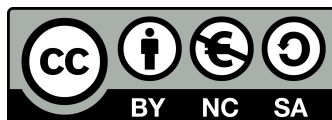
Integrated with Foundational Literacy Topics



Using the KIBO robotics kit and Coding as Literacy (CAL) approach developed by

DevTech Research Group

Eliot-Pearson Dept. of Child Study and Human Development
Tufts University



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CODING AS LITERACY (CAL) APPROACH

This curriculum introduces powerful ideas from computer science, specifically programming with KIBO robotics, to kindergarten children in a structured, developmentally appropriate way. The **Coding as Literacy (CAL)** approach, developed by Prof. Marina Umaschi Bers and members of her DevTech Research Group at Tufts University, puts computer science ideas into direct conversation with powerful ideas from literacy. The starting assumption of the CAL curriculum is that both computer science and literacy can enhance one another. Instruction in both can be leveraged in service of the other. Both can support learners in developing new ways of thinking about themselves and the world.

Thinking involves the ability to make sense of, interpret, represent, model, predict, and invent our experiences in the world. Thus, as educators, we must give children one of the most powerful tools for thinking: language. The term **language** refers here to a system of communication, natural or artificial, composed of a formal limited system of signs, governed by syntactic and grammatical combinatory rules, that serves to communicate meaning by encoding and decoding information. Today, we have the opportunity to not only teach children how to think by using natural languages, such as English, but also by learning artificial languages—programming languages such as the one used by KIBO robots.

The achievement of literacy in a natural language involves a progression of skills beginning with the ability to understand spoken words, followed by the capacity to code and decode written words, and culminating in the deep understanding, interpretation, and production of text. The ultimate goal of literacy is not only for children to master the syntax and grammar, the orthography and morphology, but also the semantics and pragmatics, the meanings and uses of words, sentences and genres. A literate person knows that reading and writing are tools for meaning making and, ultimately, tools of power because they support new ways of thinking.

The CAL approach proposes that programming, as a literacy of the 21st century, engages new ways of thinking and new ways of communicating and expressing ideas, as well as new ways of problem solving and working with others. CAL understands the process of coding as a semiotic act, a meaning making activity that engages children in both developing computational thinking, as well as promoting personal expression, communication, and interpretation. This understanding shapes this curriculum and our strategies for teaching coding.

The curriculum is organized around **powerful ideas** from both computer science and literacy. The term powerful idea refers to a central concept or skills within a discipline that is simultaneously personally useful, inherently interconnected with other disciplines, and has roots in intuitive knowledge that a child has internalized over a long period of time. The **powerful ideas from computer science** addressed in this curriculum include: algorithms, design process, representation, debugging, control structures, modularity, and hardware/software. The **powerful ideas from literacy** that will be placed in conversation with these powerful ideas from computer science are: the writing process, recalling, summarizing and sequencing, using illustrative and descriptive language, recognizing literary devices such as repetition and foreshadowing, and using reading strategies such as predicting, summarizing, and evaluating.

The CAL approach allows students to make connections between coding and literacy and use the two platforms to express their thoughts and ideas. These powerful ideas of literacy and computer science are explored in the context of a curriculum that draws on the well-known children's song *Hay Un Balde En El Fondo De La Mar*, which is about different objects in the sea.

Each lesson contains a variety of activities to introduce children to programming and literacy skills and concepts. Lessons are aligned to academic frameworks of Common Core. Teachers are encouraged to use this curriculum as a guiding resource and to adapt lessons and activities to their needs of their students. Activities in this curriculum include:

- Warm up games to playfully introduce or reinforce concepts
- Design challenges to introduce the powerful ideas from computer science
- Activities to introduce the powerful ideas from literacy
- Work individually or in pairs on designing and creating projects
- Technology circles to share and reflect on activities
- Free-explorations to allow students to tinker and expand their skills

The culmination of the unit is an open-ended project called “My Treasure” to share with family and friends. Just as young children can build their skills to read age-appropriate books, computer programming can be made accessible by providing young children with appropriate tools such as KIBO. In addition to literacy skills and programming skills, the final project, My Treasure, will challenge students to reflect on their identity. Students will create treasure that they will program KIBO to collect. This treasure will represent different parts of their identity both personally and as a school.

PACING

This 12-hour curriculum unit is designed to take place over the course of a few months with one or two sessions per week (i.e. 1-2 hours each week for 2-3 consecutive months). This curriculum provides suggested time allotments, but they should be adapted to suit the needs of each classroom.

To supplement the structured challenges, free-exploration is allotted throughout the curriculum. These open-ended sessions are vital for children to fully understand the complex ideas behind their robotic creations and programs. The free-exploration sessions also serve as a time for teachers to observe students’ progress and understandings. These sessions are as important for learning as the lessons themselves! In planning and adjusting the timeframe of this curriculum, free-exploration sessions should not be left by the wayside. Free-exploration provides opportunities for playing with materials and ideas. This will help build a solid foundation.

Table 1: Pacing Guide

Lesson	Activities
Lesson 1: Foundations	• What is an Engineer? (10 min) • The Design Process (10 min) • Engineers and Writers (10 min) • Think Like an Engineer (10 min) • How to Build a Robot (20 min)
Lesson 2: Technological Tools - Robots	• Robot Corners (15 min) • Characteristics of Robots (10 min) • Tools of Communication (10 min) • Human Language vs. Code Language (10 min) • KIBO Says (15 min)

Lesson 3: Sequencing	• Hay Un Balde En El Fondo De La Mar (20 min) • Order Matters (15 min) • Program the Teacher with KIBO Blocks (10 min) • Meet the KIBO Robot (15 min)
Lesson 4: Taking Care of Our Materials	• Lesson Introduction (5 min) • How to Treat Our Materials (15 min) • Conventions of KIBO Usage (15 min) • Procedure Practice (10 min) • Left to Right on Paper and KIBO (15 min)
Lesson 5: Programmer and Author	• Lesson Introduction (5 min) • Hay Un Balde En El Fondo De La Mar (15 min) • Beginning, Middle and End (20 min) • Be a Programmer (20 min)
Lesson 6: Retelling - Characterization	• Hay Un Balde En El Fondo De La Mar (10 min) • Design the Sea (10 min) • Create Your Own Sea (25 min) • Sea Share (15 min)
Lesson 7: Retelling- Programming	• Reread (10 min) • Sequencing Objects (5 min) • Coding the Retell (30 min) • Peer Interviews (15 min)
Lesson 8: Debugging	• Why is KIBO Confused? (20 min) • Free Play (15 min) • Peer Interviews (15 min) • Solve-It Assessment A (10 min)
Lesson 9: Cause and Effect	• Exploring Our Senses (5 min) • KIBO Sound Sensor (5 min) • Free Play (15 min) • Reflection (10 min) • Share Creations (15 min) • Solve-It Assessment B (10 min)
Lesson 10: Repeat Loops	• Repetition in Stories and Songs (10 min) • Toothbrush Exercise (10 min) • KIBO Repeat with Numbers (15 min) • Free Play (15 min) • Solve-It Assessment C (10 min)
Lesson 11: Final Project - Our Treasure	• Treasure Chest (15 min) • Filling the Treasure Chest (15 min) • Making the Treasure (20 min) • Solve-It Assessment D (10 min)

Lesson 12: Final Project - Coding Our Treasure Hunt

- Treasure Gets Lost! (5 min)
- Plan the Treasure Hunt (15 min)
- Program the Treasure Hunt (25 min)
- Peer Interviews (15 min)

MATERIALS

The robotics kit referred to in this curriculum is the KIBO robotics kit, developed by the DevTech Research Group at Tufts University and made commercially available through KinderLab Robotics, Inc. (www.kinderlabrobotics.com). This curriculum uses the KIBO 15 kit, which includes the following:



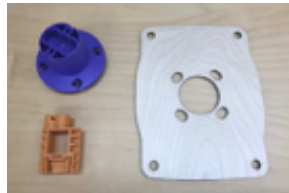
KIBO robot with wheels and motors



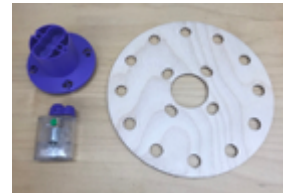
Input/output modules (sound sensor and lightbulb)



Expression module



Stage art platform



Rotating art stage with motor



15 programming blocks



4 parameter cards

Other materials used in the curriculum are inexpensive crafts and recycled materials. The use of crafts and recycled materials, a practice already common in other domains of early childhood education, lets children build with a range of

materials with which they are already comfortable with. There are many supplemental materials such as the KIBO Says cards and Activity Guide Cards that can be purchased through KinderLab Robotics (www.kinderlabrobotics.com). See Appendix A for the full list of materials for this curriculum.

PEDAGOGICAL FRAMEWORK: POSITIVE TECHNOLOGICAL DEVELOPMENT and DIALOGIC INSTRUCTION

The theoretical foundation of this curriculum, called **Positive Technological Development** (PTD), was developed by Prof. Marina Umaschi Bers and can be found in her books: *Blocks to Robotics: Learning with Technology in the Early Childhood Classroom* (Bers, 2008), *Designing Digital Experiences for Positive Youth Development: From Playpen to Playground* (Bers, 2012), and *Coding as a Playground: Programming and Computational Thinking in the Early Childhood Classroom* (Bers, 2018). More information is included in the References section at the end of this curriculum.



The PTD framework guides the development, implementation and evaluation of educational programs that use new technologies to promote learning as an aspect of positive youth development. The PTD framework is a natural extension of the computer literacy and the technological fluency movements that have influenced the world of education but adds psychosocial and ethical components to the cognitive ones. From a theoretical perspective, PTD is an interdisciplinary approach that integrates ideas from the fields of computer-mediated communication, computer-supported collaborative learning, and the Constructionist theory of learning developed by Seymour Papert (1993) and views them in light of research in applied development science and positive youth development.

As a theoretical framework, PTD proposes six positive behaviors (six C's) that should be supported by educational programs that use new educational technologies, such as KIBO robotics. These are: **content creation, creativity, communication, collaboration, community building, and choices of conduct**. The six C's of PTD are highlighted in the activities throughout the curriculum with their respective icons:

CONTENT CREATION by designing a KIBO robot and programming its behaviors. The engineering design process of building and the computational thinking involved in programming foster competence in computer literacy and technological fluency. The use of Curiosity Journals document for the children themselves, as well as for teachers and parents, their own thinking, their learning trajectories and the project's evolution over time.



CREATIVITY by making and programming personally meaningful projects, problem solving in creative playful ways and integrating different media such as robotics, motors, sensors, recyclable materials, arts and crafts, and a tangible programming language. Final KIBO projects that represent a theme found in the overall early childhood curriculum are a wonderful way to engage children in the creative process of learning.



COLLABORATION by engaging children in a learning environment that promotes working in teams, sharing resources and caring about each other while working with their KIBO robots. Collaboration is defined here as getting or giving help with a project, programming together, lending or borrowing materials, or working together on a common task. While working in groups on small class projects, exploring with each other during free play, or on their final KIBO projects, children will constantly be given a chance to collaborate while working with KIBO.



COMMUNICATION through mechanisms that promote a sense of connection between peers or with adults. For example, technology circles, when children stop their work, put their projects on the table or floor, and share their learning process. Technology circles present a good opportunity for problem solving as a community. Some teachers invite all the children to sit together in the rug area for this. It can also be helpful to make a “Robot Parking Lot” for all the robots to go while they are not being worked on, so children have empty hands and can focus at the technology circles. Each classroom will have its own routines and expectations around group discussions and circle times, so teachers are encouraged to adapt what already works in their class for the technology circles in this curriculum.



COMMUNITY BUILDING through scaffolded opportunities to form a learning community that promotes contribution of ideas. Final projects done by children are shared with the community via an open house, demo day, or exhibition. These open houses provide authentic opportunities for children to share and celebrate the process and tangible products of their learning with family and friends. Each child is given the opportunity not only to run their robot, but to play the role of teacher as they explain to their family how they built, programmed, and worked through problems.



CHOICES OF CONDUCT which provide children with the opportunity to experiment with “what if” questions and potential consequences, and to provoke examination of values and exploration of character traits while working with robotics. As a program developed following the PTD approach, the focus on learning about robotics is as important as helping children develop an inner compass to guide their actions in a just and responsible way.



In alignment with the Positive Technological Development (PTD) framework, this curriculum approaches literacy from the perspective of dialogic instruction. **Dialogic instruction** is a theory of learning (and teaching) premised on the belief that students engage with literacy instruction best when there are opportunities for them to engage in authentic, open-ended interpretation of texts. If a student does not have a voice, a position, or an evaluation of the text, then what good are literary skills? Only when she needs these tools for her own purpose, to help her achieve her own interpretation, and to convince others of it, will she have a reason and motivation (beyond getting a good grade) to acquire the tools being taught. This curriculum, in adherence with the theory of dialogic instruction, strives to place the student in the position of interpreter, with opportunities for authentic, open-ended interpretation of texts. This aligns with the

curriculum's approach to coding where students are given opportunities for open-ended coding tasks that encourage them to explore their own expressive ideas.

CLASSROOM MANAGEMENT

Teaching robotics and programming in an early childhood setting requires careful planning and ongoing adjustments when it comes to classroom management issues. These issues are not new to the early childhood teacher, but they may play out differently during robotics activities because of the novelty and behavior of the materials themselves. Issues and solutions other than those described here may arise from classroom to classroom; teachers should find what works in their particular circumstances. In general, provide and teach a clear structure and set of expectations for using materials and for the routines of each part of the lessons (technology circles, clean up time, etc.). Make sure the students understand the goal(s) of each activity. Posters and visual aids can facilitate children's attempts to answer their own questions and recall new information. For example, teachers can use the mnemonic "KIBO" to introduce norms for playing with the KIBO robotics kit: **K**udos to..., **I** respect you, you respect me, **B**odies are safe, and **O**ops! Let's try it again.

GROUP SIZES

The curriculum refers to whole-group versus pair or individual work. In fact, some classrooms may benefit from other groupings. Whether individual work is feasible depends on the availability of supplies, which may be limited for a number of reasons. However, an effort should be made to allow students to work in as small groups as possible, even individually. At the same time, the curriculum includes numerous opportunities to promote conversations which are enriched by multiple voices, viewpoints, and experiences. Some classes may be able to have these discussions as a whole group. Other classes may want to break up into smaller groups to allow more children the opportunity to speak and to maintain focus. Some classes structure robotics time to fit into a "center time" in the schedule, in which students rotate through small stations around the room with different activities at each location. This format gives students more access to teachers when they have questions and lets teachers tailor instruction and feedback as well as assess each students' progress more easily than during whole-group work. It is important to find a structure and group size for each of the different activities (instruction, discussions, work on the challenges, and the final project) that meet the needs of the students and teachers in the class.

MANAGING MATERIALS

Classroom-scale robotics projects require a lot of parts and materials, and the question of how to manage them brings up several key issues that can support or hinder the success of the unit.

The first issue is accessibility of materials. Some teachers may choose to give a complete kit of materials to each child, pair, or table of several children. The recommended ratio is 1 KIBO per 2-4 children, so that all children have a chance to interact with KIBO. Some teachers may choose to give a complete kit of materials to each child, pair, or table of several children. Children may label the kit with their name(s) and use the same kit for the duration of the curriculum. Other teachers may choose to take apart the kits and have materials sorted by type and place all the materials in a central location. Since different projects require different robotic and programming elements, this setup may allow children to take only what they need and leave other parts for children who need them. A word of caution, however: If materials are set up centrally, they must be readily visible and accessible, so children don't forget what is available to them or find it too much of a hassle to get what they need. Regardless, it is important to find a clearly visible place to set up materials for demonstrations, posters or visual aids to display for reference, and for robotics and programming materials for each lesson. To facilitate teamwork and equal participation, Appendix A includes examples of Job Cards that can be distributed to the children, which will assign specific roles to each child when working with KIBO.

The second issue is usability. In some cases, children’s desks or tables do not provide enough space to build a robot and program it. Care must be taken to ensure that children have enough space to use the materials available to them. If this is not the case, they may tend towards choosing materials that fit the space but not their robotics or programming goal. Teachers should carefully consider how to address these issues surrounding materials in a way that makes sense for their class’s space, routines, and culture. Then, it is crucial to set expectations for how to use and treat materials. These issues are important not only in making the curriculum logistically easier to implement, but also because, as described in the Reggio Emilia tradition, the environment can act as the “third teacher” (Darragh, 2006).

ALIGNMENT OF ACADEMIC FRAMEWORK

This curriculum is designed for kindergarten and covers many foundational computer science and engineering skills. These academic frameworks are taught through a series of powerful ideas: algorithms, modularity, control structures, representation, hardware/software, design process, and debugging. Each powerful idea has activities and materials (in this case, the activities are tailored to fit the theme of *Hay Un Balde En El Fondo De La Mar*) that encourage mastery of the powerful ideas from computational thinking (CT) and matches them with corresponding powerful ideas from literacy. This curriculum contains activities that specifically address the following literacy concepts and skills: the writing process, recalling, summarizing and sequencing, using foreshadowing, and using reading strategies such as predicting, summarizing, and evaluating.

Each lesson in this curriculum unit is aligned with standards from the **Common Core English Language Arts (ELA)/Literacy Framework**. The Common Core framework is “a set of standards that were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Lessons in this curriculum are also aligned with the nationally recognized computer science frameworks **K–12 Computer Science Framework** (2016).

Table 2: Alignment of Standards

	Powerful Ideas of Computational Thinking (CT) and Literacy Embedded in Each Lesson	Common Core ELA/Literacy Framework (Kindergarten)	Computer Science Framework Alignment (Based on the “by end of Grade 2 band”)
1: Foundations	CT: <i>Design Process</i> Literacy: <i>Writing Process</i>	CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Algorithms and Programming: Algorithms: People follow and create processes as part of daily life. Many of these processes can be expressed as algorithms that computers can follow.

2: Technological Tools - Robots

CT: Hardware/Software, Representation

Literacy: Tools of Communication

CCSS.ELA-LITERACY.W.K.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Computing Systems

Hardware and Software: A computing system is composed of hardware and software. Hardware consists of physical components, while software provides instructions for the system. These instructions are represented in a form that a computer can understand.

Devices: People use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

3: Sequencing

CT: Hardware/Software, Algorithms, Representation

Literacy: Summarizing/Retelling the Sequence of a Story, Descriptive Language in Writing

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

Algorithms and

Programming: Algorithms: People follow and create processes as part of daily life. Many of these processes can be expressed as algorithms that computers can follow.

Control:

Computers follow precise sequences of instructions that automate tasks. Program execution can also be nonsequential by repeating patterns of instructions and using events to initiate instructions.

4: Taking Care of Our Materials

CT: Hardware/Software

Literacy: Book Handling

Computing Systems

Hardware and Software: A computing system is composed of hardware and software. Hardware consists of physical components, while software provides instructions for the system. These instructions are represented in a form that a computer can understand.

5: Programmer and Author	CT: <i>Design Process, Algorithms, Control Structures</i> Literacy: <i>Writing Process, Sequence</i>	CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Algorithms and Programming: Program Development: People develop programs collaboratively and for a purpose, such as expressing ideas or addressing problems.
6: Retelling-Characterization	CT: <i>Representation</i> Literacy: <i>Character, Point of View</i>	CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Algorithms and Programming Variables: Information in the real world can be represented in computer programs. Programs store and manipulate data, such as numbers, words, colors, and images. The type of data determines the actions and attributes associated with it.
7: Retelling - Programming	CT: <i>Representation, Algorithms, Sequence</i> Literacy: <i>Character, Point of View, Summarizing/Retelling the Sequence of a Story</i>	CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.	Algorithms and Programming: Algorithms: People follow and create processes as part of daily life. Many of these processes can be expressed as algorithms that computers can follow. Control: Computers follow precise sequences of instructions that automate tasks. Program execution can also be nonsequential by repeating patterns of instructions and using events to initiate instructions. Variables: Information in the real world can be represented in computer programs. Programs store and manipulate data, such as numbers, words, colors, and images. The type of data determines the actions and attributes associated with it.

8: Debugging	CT: <i>Debugging</i> Literacy: <i>Editing, Awareness of Audience</i>	CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Computing Systems Troubleshooting: Computing systems might not work as expected because of hardware or software problems. Clearly describing a problem is the first step toward finding a solution.
9: Cause and Effect	CT: <i>Control Structures, Representation, Sensors</i> Literacy: <i>Spelling-Sound Correspondence</i>	CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Algorithms and Programming: Algorithms: People follow and create processes as part of daily life. Many of these processes can be expressed as algorithms that computers can follow. Control: Computers follow precise sequences of instructions that automate tasks. Program execution can also be nonsequential by repeating patterns of instructions and using events to initiate instructions. Variables: Information in the real world can be represented in computer programs. Programs store and manipulate data, such as numbers, words, colors, and images. The type of data determines the actions and attributes associated with it.
10: Repeat Loops	CT: <i>Control Structure, Modularity</i> Literacy: <i>Repetition as a Literary Device, Repetition in Word Forms</i>	CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	Algorithms and Programming Modularity: Complex tasks can be broken down into simpler instructions, some of which can be broken down even further. Likewise, instructions can be combined to accomplish complex tasks.

11: Final Project - Our Treasure	CT: <i>Representation, Algorithms, Sequence</i> Literacy: <i>Character, Point of View</i>	CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.	Algorithms and Programming: Algorithms: People follow and create processes as part of daily life. Many of these processes can be expressed as algorithms that computers can follow. Variables: Information in the real world can be represented in computer programs. Programs store and manipulate data, such as numbers, words, colors, and images. The type of data determines the actions and attributes associated with it.
12: Final Project - Coding Our Treasure Hunt	CT: <i>Design Process, Sequence</i> Literacy: <i>Writing Process, Summarizing/Retelling the Sequence of a Story</i>	CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Algorithms and Programming: Algorithms: People follow and create processes as part of daily life. Many of these processes can be expressed as algorithms that computers can follow. Control: Computers follow precise sequences of instructions that automate tasks. Program execution can also be nonsequential by repeating patterns of instructions and using events to initiate instructions.

Lesson 1: Foundations

Powerful Idea From Computer Science:

Design Process

Powerful Idea From Literacy:

Writing Process

OVERVIEW

Students will learn about the Design Process and the Writing Process and understand how both processes are similar in nature but serve different purposes. Activities in this lesson encourage students to think and act like engineers and writers.

PURPOSE

While this lesson does not involve using the KIBO robotics kit, the activities set up an important foundation for how students engage in key computer science and literacy skills, such as brainstorming ideas, planning out a project, reviewing and revising ideas, and sharing ideas with peers.

ACTIVITIES

- What is an Engineer? (10 min)
- The Design Process (10 min)
- Engineers and Writers (10 min)
- Think Like an Engineer (10 min)
- How to Build a Robot (20 min)

STUDENTS WILL BE ABLE TO...

- Define engineer and understand the Design Process that engineers go through
- Compare and contrast the Design Process and Writing Process
- Use the Design and Writing Processes to design a robot

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Print pictures for What is an Engineer and Think Like an Engineer activities*
- ☐ Create anchor charts of the Design Process and Writing Process*
- ☐ Print Curiosity Journals (one for each student)

MATERIALS

FOR THE TEACHER:

- 8-10 pictures of naturally occurring and human-made objects*
- Anchor chart of Design Process*
- Anchor chart of Writing Process*

FOR STUDENTS:

- Curiosity Journal (see Appendix C for example)

*See Appendix A for examples

VOCABULARY

- Cycle — something that moves in a circle (i.e. the seasons, a baseball field (compare to a football field that goes forwards and backwards) the Design Process, the Writing Process)
- Design — a plan for a building or invention
- Engineer — someone who invents or improves things

Lesson 1: Activities

WHAT IS AN ENGINEER? (10 min)

Ask students: What do you think is an engineer? Do you know anyone who is an engineer? What kind of things do they do?

Explain to students that engineers do many different things, one of which is working with and designing computers and robots.

An **engineer** is anyone who invents or improves things (for instance, just about any object you see around you) or processes (such as methods) to solve problems or meet needs. Any human-made object you encounter in your daily life was influenced by engineers. There are many different kinds of engineers including: biomedical engineers, aerospace engineers, computer engineers, and industrial engineers.

For descriptions and further activity ideas, check out the following resources:

- <http://www.discovere.org/our-programs/engineers-week>
- <http://www.eie.org/eie-curriculum/curriculum-units>
- *Engineering the ABC's* by Patty O'Brien Novak

Show students a series of pictures of naturally occurring and human-made objects (show pictures one at a time). Examples of pictures are included in Appendix A. If students think that the object was built by an engineer, they should jump! If they think otherwise, they stay seated. Discuss students' reasoning. *Ask students: What made you think this was built by an engineer? What parts of the object made you think that way?*



THE DESIGN PROCESS (10 min)

Explain to students that in order for engineers to build solutions for problems, they need to go through the steps of the Design Process. To help them understand the Design Process better, give the students a problem for them to solve.

Ask students: If there's a bug on the ceiling, how can I reach the bug and catch it?

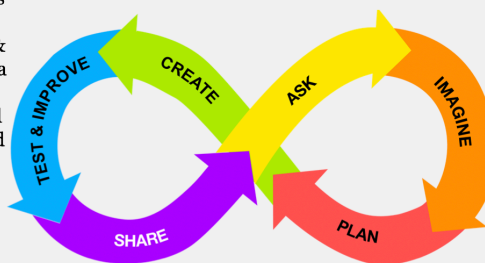
Help the students imagine solutions by suggesting materials you can use in the classroom - a chair, cup, paper - to introduce them to ways the problem can be addressed. As they walk through imagining solutions and creating a plan, let them know that they just began the steps of Design Process. Continue to walk through the rest of the steps of the Design Process using the example you have chosen. Engage with the preschoolers through a design process song detailing each stage of the series.

Design Process

When making projects, engineers follow a series of steps called the **Design Process**. It has 6 steps: ASK, IMAGINE, PLAN, CREATE, TEST & IMPROVE, and SHARE. The Design Process is a **cycle** – there's no official starting or ending point. You can begin at any step, move back and forth between steps, or repeat the cycle over and over!

Design Process song

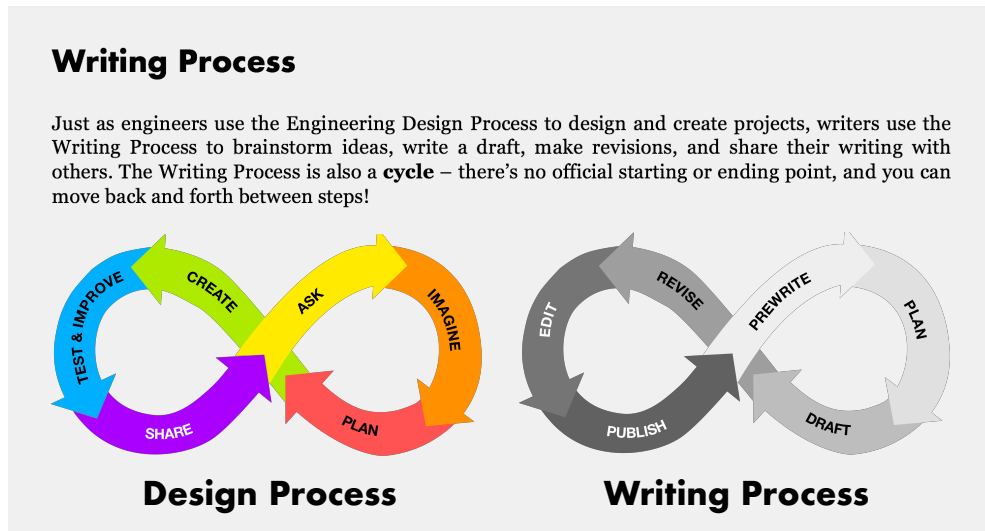
(to the tune of "Twinkle, Twinkle")
Ask and imagine, plan and create,
Test and improve and share what we make.
(Repeat)



ENGINEERS AND WRITERS (10 min)

Ask students: *What are your favorite books?*

Explain to students similarities between the design process and the writing process. They are both creative processes that require imagination, planning, creating, revising, feedback, and sharing. Both engineers and writers turn ideas into projects that are shared with others. Ask students what other activities require a process (e.g., cooking, painting, getting good at a sport, etc.). Lead student-centered discussion on the similarities and differences between engineers and writers.



THINK LIKE AN ENGINEER (10 min)



Explain to students that everyone in the class is going to start thinking like an engineer! Ask students: *Have you seen or interacted with robots before? What do they look like? What kinds of different parts make up a robot? How do you think engineers build robots? What might happen if the engineers went straight to building a robot without drawing out a plan first?* The purpose of this activity is to engage students in thinking about design and how engineers use different types of materials to create their products.

HOW-TO-BOOKS: BUILDING A ROBOT (20 min)



How-to-Books are a low-stress entry point into writing. After all, all students know how to do something and the structure of a how-to book is fairly simple. In addition, pictures can easily take the place of words. Here, each step in a how-to book should be a sketch or picture, with an accompaniment of words depending on the students' writing level.

Pass out the Curiosity Journals. Ask students to create a “How-To Book” for building their own robot. Read each aspect of the Curiosity Journal aloud to the students. Ask students to draw as many pictures of their steps as possible so that someone else can learn how to build their robot simply by looking at their instructions.

A wonderful resource for How-To-Books can be found at: <https://www.education.com/lesson-plan/creating-a-how-to-book/>. Students will share their How-To books in pairs in a later lesson.

Lesson 2: Technological Tools - Robots

Powerful Idea From Computer Science:

Hardware/Software, Representation

Powerful Idea From Literacy:

Tools of Communication

OVERVIEW

The advancement of technology over the years has changed the way people communicate and do things. In this lesson, students will begin to understand how technology and communication tools have evolved. Students share ideas, learn about the different characteristics of robots, and learn about KIBO's programming language.

PURPOSE

By learning to code with the KIBO programming blocks, students understand how programming languages are different from natural spoken languages. Both require clear and precise communication, but while humans can understand many different types of genres of speech, KIBO can only understand commands. Furthermore, understanding that robots have special parts (hardware) to let them follow instructions (software) is a powerful idea of computational thinking, which will help students build more complex programs in subsequent lessons.

ACTIVITIES

- Robot Corners (15 min)
- Characteristics of Robots (10 min)
- Tools of Communication (10 min)
- Human Language vs. Code Language (10 min)
- KIBO Says (15 min)

STUDENTS WILL BE ABLE TO...

- Identify characteristics of a robot
- Compare human languages and programming languages
- Create a simple algorithm using the KIBO programming blocks

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Print pictures for Robot Corners activity and the picture for Tools of Communication activity*
- ☐ Create anchor chart for the Characteristics of Robots activity*
- ☐ Go through the KIBO Says cards and take out only the blocks listed in the Materials section

MATERIALS

FOR THE TEACHER:

- 1 piece of blank chart paper for the Characteristics of Robots activity*
- 8-10 pictures of robots and non-robots*
- An image of a cow*

FOR STUDENTS:

- KIBO Says cards: Begin and End blocks, blue Motion blocks

*See Appendix A for examples

VOCABULARY

- Robot — a machine that can be programmed to do different things
- Barcode — a pattern of lines that are readable by machines (like the KIBO robot)
- Program — a set of instructions for a robot

Lesson 2: Activity

ROBOT CORNERS (15 min)



As explained in the book *Blocks to Robots* by Dr. Marina Bers (2008, p. 70), **robots** can “refer to a wide range of machines...that take on different forms...and can perform autonomous or preprogrammed tasks.” Despite their differences, all robots are “capable of movement under some form of control and can be used to perform physical tasks.” For example, you can give the robot a set of instructions for its motors in order to make the robot move. The robotic “brain”, just like the human brain, has the programmed instructions that make the robot perform its behaviors. It may be helpful to watch video clips of different types of robots in action such as home robots, space robots, factory robots, hospital robots, and child-made robots.

Ask all students to stand in a line or circle where they can see you. Designate three corners of the classroom: one corner for “Robots”, one corner for “Maybe Robots”, and one corner for “Not Robots”. One at a time, show a variety of different pictures of robots and non-robots (e.g. computers, cars, animals, foods, famous robots such as Wall-E and R2D2). Ask students to move to the corner that they think represents the picture. Then ask a few students to explain why they think the picture is a robot or not a robot or why they think it might be a robot. Do not reveal answers until after the next activity: Characteristics of Robots. It is important in this activity for students to share their ideas about what they think a robot is.

CHARACTERISTICS OF ROBOTS (10 min)

Read the true/false statements about robots below. Ask students to stand (or make another movement like snapping or waving their fingers in the air) for statements they think are true and sit down for statements they think are false.

Extended Graphing Activity: As you go along, make a graph on a piece of chart paper with True and False for each question along the horizontal axis and number of students along the vertical axis. Have students place a marker (sticker, symbol, etc.) in the “True” or “False” column. Explain to students that the graph allows us to see whether there were more “True” or “False” responses for each question.

1. *Robots are machines (TRUE).*
2. *All robots are made of the same materials (FALSE).*
3. *Robots must have moving parts (TRUE).*
4. *Robots can think by themselves (FALSE).*
5. *All robots look alike (FALSE).*
6. *Robots must be able to move around the room (FALSE).*
7. *Robots are operated using remote controls (FALSE).*
8. *People tell robots how to behave with a list of instructions called a program (TRUE).*
9. *Some robots can tell what is going on around them (TRUE)*
(Examples: sensing light, temperature, sound, or a touch.)
10. *Robots are alive (FALSE).*

Choose 1-2 pictures from the Robot Corners activity and lead student-centered discussion about why that picture represents a robot or is not a robot based on what they have just learned about robots.

For further activity ideas on robots, check out the following resources:

- *Robots, Robots Everywhere!* by Sue Fliess
- *National Geographic Readers: Robots* by Melissa Stewart

TOOLS OF COMMUNICATION (10 min)



Have students sit in a circle and play a game of “Telephone,” in which one student thinks of a message and whispers it to the person sitting next to them, who then whispers to the person next to them, and so on and so forth until the message gets to the last person. Ask the last person and the first person to say their messages out loud and compare the two messages. *Ask students: Were the two messages the same? Why or why not? What are some other ways we could use to pass along a message?*

Repeat the game one final time, this time by giving each student a picture of a cow. Have a few students say out loud what is in the picture. *Ask students: How was this better than the last two rounds? Are all students able to receive the same information? (Yes)*

At the end of the activity, explain to students how this mirrors the evolution of writing technology from oral societies to pictographs to scribal writing to post-printing press. Help students draw the connection to the evolution of computers and robotic technologies. More specifically, explain to students that if we had to program robots without writing, it would be messy, but we can use computer writing to program robots, and that is called **code**.

HUMAN LANGUAGE VS. CODE LANGUAGE (10 min)



This activity also has two parts: Meaning of Words and KIBO’s Language. Both activities serve to illustrate how human languages (written and spoken) can be used to communicate a variety of things (e.g. sarcasm, allusions, hyperbole/exaggerations, etc.), whereas programming languages are more structured and literal.

For the Meaning of Words activity, the goal is to remind students of what Mikhail Bakhtin calls, “heteroglossia”, the multiple meanings we all carry for each word. In simple terms, human language is much more dynamic than code language. Ask students what people actually mean when they say certain things. For example:

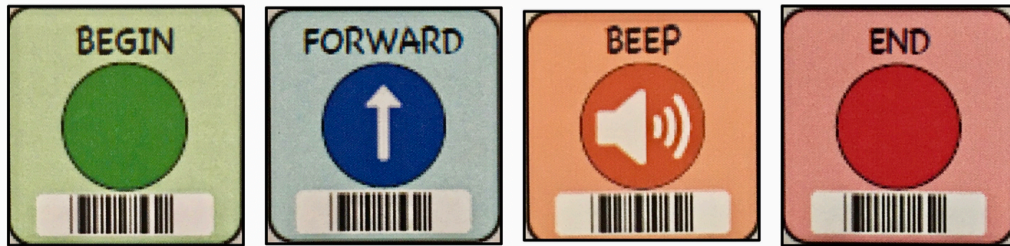
I’m so hungry I could eat a horse!
I have a million things to do today.
Peter never stops talking.

For the KIBO’s Language activity, show students the large KIBO Says cards. Have students point out what they see on each block: the text, the icon, colors, the barcode, etc. *Ask students: What part of the block is KIBO’s language? Is it the words, or the pictures, or something else?* Once students identify the barcode as the answer, discuss other objects or places where they have encountered barcodes.

Then *ask students: Do you think KIBO can think on its own? Can KIBO make its own program?* Lead student-centered discussion on how robots are programmed by humans and cannot think for themselves. Everything that KIBO says and does is determined by how the programmer chooses the program, or set of instructions, for KIBO. For example, we say we want KIBO to move forward, but KIBO reads the barcodes for the Begin, Forward, and End blocks.

What is a Program?

A **program** is a sequence of instructions that the robot acts in order. Each instruction has a specific meaning, and the order of the instructions affects the robot's overall actions. This is an example of a KIBO program.



KIBO SAYS (15 min)



In order to program the KIBO robot, students first need to learn KIBO's language: the programming blocks! This activity is played like the traditional "Simon Says" game, in which students repeat an action if Simon says to do something. Briefly introduce each programming instruction and what it means (use only the blocks listed in the Materials section in this lesson).

Have the class stand up. Hold up one big KIBO icon at a time and say, "Programmer says to _____." Go through each individual instruction a few times until the class seems to get it. Once students are familiar with each instruction, ask for volunteers to be the Programmer who gives the class full programs to run through (e.g. Begin, Spin, Forward, End). Just like in the real "Simon Says" game, the Programmer can try to be tricky! For example, if the Programmer forgets to give a Begin or End instruction, should the class still move? Just like Simon Says, if the Programmer forgets to say, "Programmer says to _____," then students should sit down! This will help reinforce the concept that KIBO is programmed by humans.

Lesson 3: Sequencing

Powerful Idea From Computer Science:

Hardware/Software, Algorithms, Representation

Powerful Idea From Literacy:

Summarizing/Retelling the Sequence of a Story, Descriptive Language in Writing

OVERVIEW

Students will learn about sequencing in programming and think about how it relates to sequencing in literacy, and why order matters in both cases. Once students become familiar with some of the KIBO programming blocks, they will learn about the different parts of the KIBO robot.

PURPOSE

In the previous lesson, students began learning about different KIBO blocks. Now they will engage in goal-oriented programming, in which students purposefully choose actions in a specific order to achieve a particular outcome. Understanding that order matters is an important skill for students not only in computer science and literacy, but also in their everyday lives as they learn to tie their shoelaces, reflect on the day's activities, plan a family vacation, and more.

ACTIVITIES

- Hay Un Balde En El Fondo De La Mar (20 min)
- Order Matters (15 min)
- Program the Teacher with KIBO Blocks (10 min)
- Meet the KIBO Robot (15 min)

STUDENTS WILL BE ABLE TO...

- Understand why order matters when programming a robot or telling a story
- Identify the different parts of the KIBO robot

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Go through the KIBO Says cards and take out only the blocks listed in the Materials section
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location

MATERIALS

FOR THE TEACHER:

- 1 copy of *Hay Un Balde En El Fondo De La Mar* (see Appendix E for text)
- Large KIBO Says cards: Begin and End blocks, blue Motion blocks, Beep and Sing blocks
- 1 flathead screwdriver
- Extra AA batteries

FOR STUDENTS:

- KIBO bodies, wheels, motors, and art platforms

VOCABULARY

- Instruction – a direction that a robot will understand
- Order – parts of a group arranged in a specific way (e.g., smallest to largest, tallest to shortest)
- Program – a complete set of instructions for a robot
- Scanner – electronic device for reading printed barcodes
- Sequence – the order of instructions that a robot will follow exactly (often used interchangeably with algorithm)
- Main board – the robot's "brain" that has the programmed instructions that the robot to perform its behaviors
- Motor – the part of a robot that makes it move
- Wheels – the round parts of a vehicle that turn in circles and allow it to move

Lesson 3: Activities

HAY UN BALDE EN EL FONDO DE LA MAR (20 min)

Sing the song *Hay Un Balde En El Fondo De La Mar* as a class; if needed, read the song a second time. Lead a student-centered discussion that reviews the objects in the song.

You can prompt the students: Who can tell me the main objects in this song and what each object contains? (e.g. first the sea contains the bucket, then the bucket contains the stick, etc.).

Then ask students: *What if the sea did not contain the bucket? How would that change the song? Where would the stick go? Would there still be a place for the hook?* The purpose of this activity is to get students to think about sequencing in narrative.

ORDER MATTERS (15 min)



Tell the students that just like order mattered in the song, order matters in programming as well. Programs are instructions that are followed by computers or machines. We all use instructions (use whatever word your students are familiar with i.e. directions, procedures, etc.) every day, both here at school and when you're at home.

Ask students: *What are some instructions that we have to follow here at school?*

Example: How do we line up at the door for lunch? First, you have to stand up. Then, you have to push in your chair. Then, you have to walk to the line. Would you push in your chair before standing up?

Ask students: *Who can think of other step by step instructions that we use at school? What about at home?*

Examples: Brushing your teeth, tying shoes.

Conclude the activity by bringing it back to how computers have to follow instructions as well - reflect on the importance of sequencing in literacy and computer science. Ask students: *What would happen if you tried to line up for lunch but didn't stand up first? What would happen if you didn't put toothpaste on your toothbrush until after you brushed your teeth? Why did the order matter in each activity?*

PROGRAM THE TEACHER WITH KIBO BLOCKS (10 min)

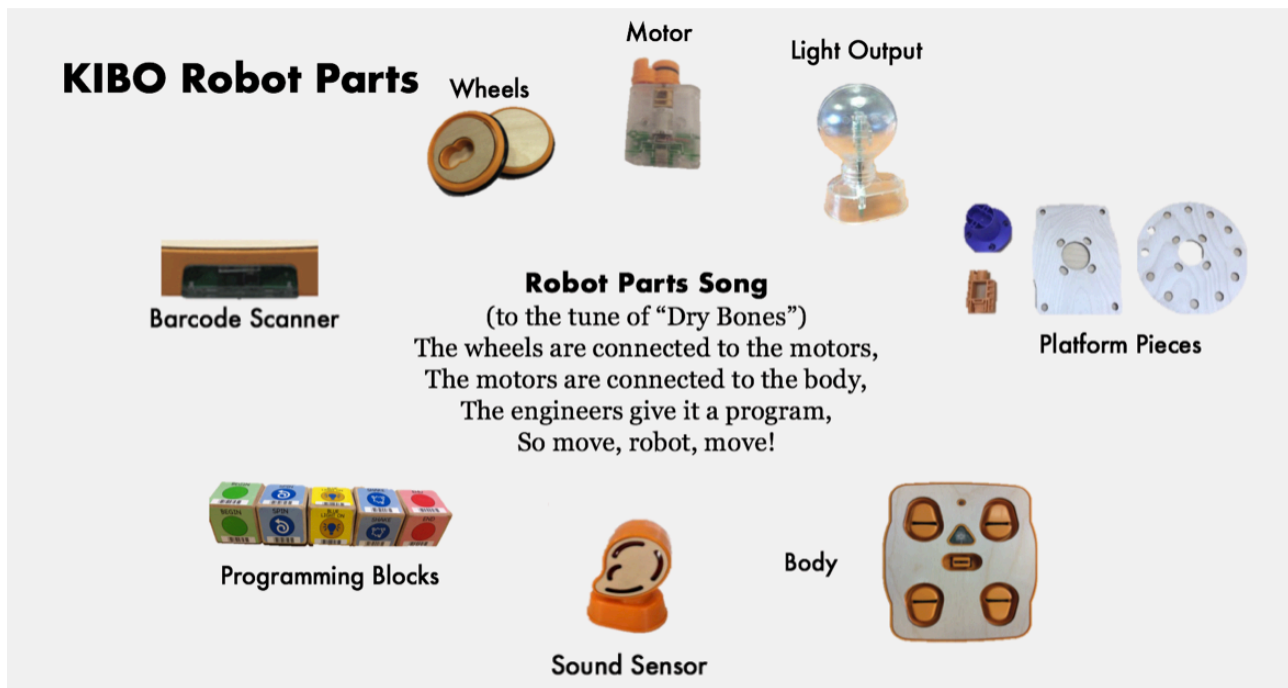


Using the KIBO Says cards, students will work together as a class to “program” their teacher to move from one part of the room to the other. Be silly! An example would be for the students to “program” their teacher to move from the front of the room to the library area by using these blocks: Begin, Forward, Spin, Turn Left, Forward, Forward, End. The goal of this game is for students to practice sequencing as a class before working individually or in their small groups. Before the teacher-robot moves, students can make predictions about where the teacher-robot will end up. It may be helpful to let the students make mistakes in order to foster a discussion on sequencing and debugging.

MEET THE KIBO ROBOT (15 min)

Take out KIBOs and blocks. Explain to students that today they will be learning how to put together the different parts of the KIBO robot. Show students a KIBO robot body.

Ask students: *What parts do you see through the clear backside of KIBO? What do you think those parts do? What do the batteries do? What are some other objects you have seen that have the same function? (e.g. KIBO's wheels are like the tires on a car)*



Using the KIBO parts guide above, introduce the KIBO robot’s key parts and their functions. Teach the “Robot Parts Song” and have students sing and dance along. Explain to students that the song helps us understand how to put the KIBO robot together. Demonstrate how to attach the wheels, motors, and art platforms. If time permits, allow students to work in pairs to assemble their own KIBO robot.

Lesson 4: Taking Care of Our Materials

Powerful Idea From Computer Science:

Hardware/Software

Powerful Idea From Literacy:

Book Handling

OVERVIEW

This lesson will introduce concepts of taking care of our materials, with a focus on books and KIBO parts. Activities in this lesson will also cover important text and program conventions such as going from left to right, holding materials right side up and being gentle with handling supplies.

PURPOSE

The activities set up an important foundation for how students handle their materials as they engage with KIBO. They also introduce conventions of literacy and programming.

ACTIVITIES

- Lesson Introduction (5 min)
- How to Treat Our Materials (15 min)
- Conventions of KIBO Usage (15 min)
- Procedure Practice (10 min)
- Left to Right on Paper and KIBO (15 min)

STUDENTS WILL BE ABLE TO...

- Identify common errors with scanning KIBO programs and troubleshoot them
- Practice scanning programs with KIBO
- Learn strategies for debugging and editing

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location
- ☐ Create anchor chart for the How to Treat Our Materials activity*

MATERIALS

FOR THE TEACHER:

- Anchor chart for the How to Treat Our Materials Activity*
- 1 flathead screwdriver
- Extra AA batteries

FOR STUDENTS:

- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, and Beep block

*See Appendix A for examples

VOCABULARY

- Instruction – a direction that a robot will follow
- Program – a complete set of instructions for a robot
- Scanner – electronic device for reading printed barcodes

Lesson 4: Activities

LESSON INTRODUCTION (5 min)



Explain to the students how this lesson is going to talk about treating our books and KIBO with respect and kindness, just like we treat each other with respect and kindness.

Ask students: Who has seen a book with ripped pages, missing pages or stains or marks?

Feel free to show examples if you have books in your class that have been treated poorly. Discuss why it's important to maintain our materials - *if we rip books, you may not get to use them again, or our class might run out. It's the same way with KIBO. We want to treat our KIBOs the same way we treat our books OR be even more careful with them.*

HOW TO TREAT OUR MATERIALS (15 min)



As a class, create an anchor chart utilizing pictures that shows good and bad ways to treat books and KIBO. Come up with some classroom procedures surrounding KIBO usage. Examples:

- Use gentle hands with KIBO and books
- Always carry with two hands if you are walking around
- Do not run with KIBO parts
- Put KIBO parts away at snack time

CONVENTIONS OF KIBO USAGE (15 min)

This activity will be a side by side comparison of a book and KIBO to cover topics such as left to right and right side up. Feel free to incorporate strategies or concepts your students have been working on in literacy. Have student give a thumbs up when something is correct and a thumbs down if something is incorrect. Examples:

- I should hold my KIBO like this (upside down).
- I should hold my KIBO like this (vertical).
- When I'm done with my KIBO I should toss it onto the ground!
- If I get mad, I should slam my KIBO onto the table!
- I should walk very carefully with my KIBO held in two hands.
- I should drink my milk and eat my snack right next to my KIBO!

PROCEDURE PRACTICE (10 min)

This is an opportunity for you to practice with your students any procedures in your classroom related to KIBO usage. You may want to have students practice retrieving their KIBO from storage and bringing it to their desk, practice putting away KIBO and its parts, how to properly let the instructor know when KIBO is running low on batteries, etc. You may want to practice how you will get students' attention when you need to make an announcement while they are playing with KIBO. We recommend a call to action that requires students to place both hands in the air.

LEFT TO RIGHT ON PAPER AND KIBO (15 min)

There are many different ways to teach young readers that text is read from left to right. Teachers will most likely have this established in their classroom. Feel free to use your chosen method here. We want to make a connection that just as a book is read from left to right, programs will be too. We recommend doing a quick read aloud and demonstrating intentionally with your finger that you start at the left and move toward the right. Then, show class an example of a KIBO program and state that it functions the same way. Teach students how to scan the barcodes using KIBO.

Lesson 5: Programmer and Author

Powerful Idea From Computer Science:

Design Process, Algorithms, Control Structures

Powerful Idea From Literacy:

Writing Process, Sequence

OVERVIEW

Previously, students learned about the different characteristics of robots and KIBO's programming language. This lesson will build upon the topic and help students further understand programming through comparing a programmer to an author.

PURPOSE

This lesson allows students to connect their understanding of an author with their understanding of a programmer and draw parallels and differences.

ACTIVITIES

- Lesson Introduction (5 min)
- Hay Un Balde En El Fondo De La Mar (15 min)
- Beginning, Middle and End (20 min)
- Be a Programmer (20 min)

STUDENTS WILL BE ABLE TO...

- Understand parallels between authors and programmers
- Understand that both programs and stories need a logical order (beginning, middle, and end) to make sense

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location
- ☐ Optional: Print a picture of an author of a book that you have read as a class.

MATERIALS

FOR THE TEACHER:

- 1 copy of *Hay Un Balde En El Fondo De La Mar* (see Appendix E for text)
- 1 flathead screwdriver
- Optional: Picture of a well-known author
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, and Beep block

*See Appendix A for example

VOCABULARY

- Debug — to find and solve a problem in a computer program
- Edit — to make changes to something

Lesson 5 Activities

LESSON INTRODUCTION (5 min)



Ask students: Two classes ago, we learned about programs. Can anyone tell me what a program is? Now that we know what a program is, what do you think is a programmer? Do you know anyone who is a programmer? What kind of things do you think they do?

Let the students know that today, they will get to become programmers. But before they get to become programmers, talk to them about other people that get to create stories.

Ask students: Does anyone know what an author is? (This may be something your class has already covered - if so, this is a great way to check for understanding and make the comparison to a programmer.)

An author writes the words of a story just like a programmer writes step-by-step instructions.

HAY UN BALDE EN EL FONDO DE LA MAR (15 min)

Sing the song *Hay Un Balde En El Fondo De La Mar* as a class. Talk about how someone, an author, had to write the song. Emphasize how authors can write a variety of things (e.g. poems, prose, novels, etc.).

Here are a few links to the song:

- https://youtu.be/voh_k4toU2M
- <https://youtu.be/blSP6zvfD9c>

Being an author means creating and writing the words of a song, poem, or book. Let the students know that on top of becoming a programmer, they will get the chance to also be an author.

Optional: Project or print a picture of an author of a book that you have read as a class so that they see it is a real person. Oftentimes, kids have a difficult time making the jump to understanding that books are written by people!

BEGINNING, MIDDLE AND END (20 min)



Remind students that every program has a beginning, middle and end. Using the KIBO Says cards, make a simple program and have the students identify the beginning, middle and end. An example would be using these blocks: Begin, Forward, Spin, Forward, End. The beginning is the Begin block. The middle is the Forward, Spin, Forward blocks. The end is the End block.

Explain to the students that just like a program, a story also has a beginning, middle and end. Walk through the beginning, middle and end of *Hay Un Balde En El Fondo De La Mar*.

Ask students: What happens at the beginning of Hay Un Balde En El Fondo De La Mar? What happens in the middle? What happens in the end? What happens if we take out the beginning (or middle, or end)?

BE A PROGRAMMER (20 min)



Tell students that we are going to create our own story with KIBO. *We will make a program that tells a story using the KIBO programming blocks.* Remind students that they learned both programs and stories have to have a beginning, middle and end.

Demonstrate for the class: Just like every story has to start with a beginning, we have to start our programs with the begin block (show begin block). Then, just like a story, our program has to have a middle (add any blocks to the begin!). Then, to show that we're done with our program, we have to have an end block (add end block).

Scan the blocks and play the program. Scan the blocks without the middle (or beginning, or end) to demonstrate to the students how without a beginning, middle and end, a program (or story) does not work.

Lesson 6: Retelling - Characterization

Powerful Idea From Computer Science:

Representation

Powerful Idea From Literacy:

Character, Point of View

OVERVIEW

Students will begin their retelling project in this lesson. It is a two part project that involves characterization, and retelling. During the course of this project, students will put to use all the concepts learned during the previous lessons. In this lesson, students will learn about characters in literacy and learn how to characterize KIBO.

PURPOSE

The purpose of the project is to allow students to demonstrate the skills they have acquired in programming KIBO so far. Before they begin programming, they will take time to focus on characterization. This literary concept can also be applied in computer science in the form of representation and variables. It is also an opportunity to interpret *Hay Un Balde En El Fondo De La Mar* through characterization of KIBO as a sea.

ACTIVITIES

- Hay Un Balde En El Fondo De La Mar (10 min)
- Design The Sea (10 min)
- Create Your Own Sea (25 min)
- Sea Share (15 min)

STUDENTS WILL BE ABLE TO...

- Design their own seas and reflect on the creation process
- Re-create their seas in 3-D to attach them to KIBO

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location

MATERIALS

FOR THE TEACHER:

- 1 copy of *Hay Un Balde En El Fondo De La Mar* (see Appendix E for text)
- Job Cards
- 1 flathead screwdriver
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- Curiosity Journal (see Appendix C for example)
- Art and craft materials
- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, Beep block, Wait for Clap blocks, Sound sensors, Repeat and End Repeat blocks, number parameters, platform pieces

VOCABULARY

- Branched program — a program with two or more possible sequences; the computer/robot makes its decision based on an event
- Event — an action that causes something to happen
- Characterization — the description of the distinctive nature or features of someone or something

Lesson 6: Activities

HAY UN BALDE EN EL FONDO DE LA MAR (10 min)



Read the song *Hay Un Balde En El Fondo De La Mar* as a class. If needed, read the song a second time. Lead a student-centered discussion that reviews the song.

Ask students: What are the main objects in Hay Un Balde En El Fondo De La Mar? Describe the objects in Hay Un Balde En El Fondo De La Mar.

DESIGN THE SEA (10 min)



After talking about the objects in *Hay Un Balde En El Fondo De La Mar*, ask students what they think the sea looks like. Encourage them to be creative and imaginative when thinking about the different attributes of the sea. *Ask students: What color is your sea? Are there fish or plants? Does your sea have waves?*

Let them know that in the next activity, they will be making KIBO become the sea. In their Curiosity Journals, have the students create a representation of what the sea could look like to them. You may want students to draw in pencil first and then go back and use crayons or other craft materials.

CREATE YOUR OWN SEA (25 min)



Have the students create 3-D versions of the sea they designed using any art materials found in the classroom. These representations of the sea will be attached to KIBO's fixed or rotating art stage platforms to help characterize KIBO as their sea.

SEA SHARE (15 min)



Have students sit in a circle to share their seas. Encourage students to verbalize their thinking and reasoning behind their seas. For example, *ask students: Describe your sea. What is it like? What materials did you make your sea out of and why? What was easy about creating your sea? What was difficult? Does your sea look like what you wanted it to look like? In the future, how can you change it?*

Lesson 7: Retelling - Programming

Powerful Idea From Computer Science:

Representation, Algorithms, Sequence

Powerful Idea From Literacy:

Character, Point of View, Summarizing/Retelling the Sequence of a Story

OVERVIEW

In this lesson students build upon their character creations of the sea from the previous lesson by programming their KIBO to reenact scenes from *Hay Un Balde En El Fondo De La Mar*. All of the elements students have learned will come together as students retell *Hay Un Balde En El Fondo De La Mar* to each other.

PURPOSE

The purpose of the project is to allow students to demonstrate the skills they have acquired throughout the previous lessons and to apply them in new, creative ways. Additionally, the students will be able to apply their knowledge of sequencing. By working in steps and creating plans first before building with KIBO, students make purposeful decisions about their projects and understand that not all ideas on paper can transfer to the actual design.

ACTIVITIES

- Reread (10 min)
- Sequencing Objects (5 min)
- Coding the Retell (30 min)
- Peer Interviews (15 min)

STUDENTS WILL BE ABLE TO...

- Program KIBO to find each object in the order that the song sings about them
- Devise their own way to show that KIBO is collecting each object
- Reflect on the decisions they made and difficulties they encountered while programming KIBO

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Print pictures for Sequencing Animals activity*
- ☐ Print Peer Interview Cue Cards*
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location

MATERIALS

FOR THE TEACHER:

- Object Sequence Pictures*
- Peer Interview Cue Cards*
- Job Cards
- 1 flathead screwdriver
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- Index cards (one for each student)
- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, Beep block, Wait for Clap blocks, Sound sensors, Repeat and End Repeat blocks, number parameters, platform pieces

*See Appendix A for examples

Lesson 7: Activities

REREAD (10 min)



The purpose of this activity is to have students think creatively about how they can bring *Hay Un Balde En El Fondo De La Mar* to life, through KIBO. If necessary, re-sing the song to students. Give the students the opportunity to learn about retelling stories by having them recount *Hay Un Balde En El Fondo De La Mar* to their friends and classmates.

Ask students: Imagine (insert student name) was sick one day and missed Hay Un Balde En El Fondo De La Mar, how would you tell them what happened in the song?

SEQUENCING OBJECTS (5 min)



Provide the images of objects from *Hay Un Balde En El Fondo De La Mar* to each group. Using their sequence skills, have the students place the objects in the order the song mentions them in the sea.

CODING THE RETELL (30 min)



Before students begin programming KIBO to retell the story of *Hay Un Balde En El Fondo De La Mar*, have the students identify the beginning, middle and end. After reminding the students the importance of a beginning, middle and end, take out KIBOs and blocks. Explain to students that today, KIBO will be the Sea from *Hay Un Balde En El Fondo De La Mar* and we will be retelling the story with KIBO, but the students will get to decide for themselves what KIBO does to show that the sea contains the object.

Ask students: What do you think your robot should do to show that she/he contains the object (e.g., shake once it is over the object, flash lights, beep twice)?

Students should program their robots to move over each object in the order they were contained in the song, but when their KIBO is over each object, students can choose whichever actions they would like to indicate containing the object. Encourage them to get creative with their programs and challenge themselves through making program plans that will use advanced parts such as sensors and repeat loops.

In preparation for the next lesson: Take note of any troubles children are having with KIBO (e.g. scanning, ordering blocks, etc.).

PEER INTERVIEWS (15 min)

When all groups are done with their retelling projects, have students pair up for peer interviews. Give each pairing a tablet or smartphone (anything with video recording abilities). Each student will get the chance to interview their partner, and then be interviewed by their partner. The interviews should be filmed by the student who is being the interviewer. Pass out interview cue cards and guide the children through a semi-structured interview. Give roughly 1 minute per each question before prompting the students with the next question. If you have more time for this activity and/or you notice some students aren't finished answering their questions after about a minute, feel free to take longer than 1 minute for each question. Prompt the students through referencing the cue cards and reading each question aloud.

Questions:

- Tell me about your project
- How did you choose the order for collecting your objects?
- Why did you make your project?
- What would you do if you had more time?
- Did anyone help you with your project? How did they help you?
- Did you help with anyone with their project? How did you help them?
- What do you think other people would want to know about your project?
- Questions of your choice

Lesson 8: Debugging

Powerful Idea From Computer Science:

Debugging

Powerful Idea From Literacy:

Editing, Awareness of Audience

OVERVIEW

In this lesson, students learn the importance of communicating effectively to an audience. Students connect this idea to when the KIBO robot does not perform the intended instructions. The process of figuring out what went wrong and how to fix things is called debugging.

PURPOSE

The parallel of editing in literacy and debugging in computer science is crucial to students' understanding of the differences between humans and computers/robots. Humans might be able to tell what a storyteller is trying to communicate even if they leave out a few details; however, a computer is far less flexible. Furthermore, this lesson allows students to not only encounter obstacles, but also to identify and troubleshoot these issues, thus building their confidence to tackle later, more challenging lessons.

ACTIVITIES

- Why is KIBO Confused? (20 min)
- Free Play (15 min)
- Peer Interview (15 min)
- Solve-It Assessment A (10 min)

STUDENTS WILL BE ABLE TO...

- Identify common errors with scanning KIBO programs and troubleshoot them
- Practice scanning programs with KIBO
- Learn strategies for debugging and editing

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Prepare Why is KIBO Confused? anchor chart
- ☐ Print Peer Interview Cue Cards*
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location
- ☐ Print Solve-It Assessment A (one for each student)

MATERIALS

FOR THE TEACHER:

- Why is KIBO Confused? anchor chart
- Peer Interview Cue Cards*
- Job Cards
- 1 flathead screwdriver
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, and Beep block

*See Appendix A for examples

VOCABULARY

- Debug — to find and solve a problem in a computer program
- Edit — to make changes to something

Lesson 8: Activities



WHY IS KIBO CONFUSED? (20 min)

In Lesson 7, you took note of challenges students had while creating their Sea Retelling Program. Check back on your notes from that discussion and prepare an anchor chart noting 4-5 of these challenges on the left side of the chart, leaving the right side empty for students to provide solutions in this activity.

Present the anchor chart to students. Explain to students how in the previous lesson students encountered different challenges, such as not being able to scan the blocks properly, seeing a red light or hearing a minor key sound when scanning the blocks, etc. Other examples of common errors can be found in this KIBO troubleshooting tip sheet: <http://kinderlabrobotics.com/wp-content/uploads/2017/10/KIBO-10-Quick-Start-Guide.pdf>.

Ask students to brainstorm 1-2 solutions for every problem. An example is provided below:

Challenge #1: It's hard to scan the blocks.

Solution #1: Separate the blocks instead of connecting the pegs. Scan each block individually.

Solution #2: Ask your partner to cover the other barcodes on the left and right of the block you're trying to scan.

Challenge #2: When I accidentally scan the End block twice, it gives me a red light, and I have to scan the program all over again.

Solution #1: Tilt the KIBO immediately after scanning the block so that the barcode scanner doesn't accidentally scan it twice.

Have the students play out their solutions to better help them remember these solutions in the future.

Explain to students that **debugging** is a method used to understand how to fix things when engineers program robots, and the robots do not work. By identifying these problems and different solutions to solve them, students are debugging.

Debugging is a word used in computer science to describe when people find errors in their computer programs and use different strategies to solve the problem. While the word “bug” was used in other scientific fields, the word “debugging” is attributed to Admiral Grace Hopper, who back in the 1940s found a moth stuck inside the computer (computers used to be that big!), which caused an error in the system. She was able to resolve the error by taking out the bug, hence the word “debugging”!

For further activity ideas and examples of pictures, check out the following resources:

- <https://www.computerhope.com/issues/ch000984.htm>
- <https://www.npr.org/sections/alltechconsidered/2015/11/23/457129179/the-future-of-nanotechnology-and-computers-so-small-you-can-swallow-them>

FREE PLAY (15 min)



Take out KIBOs and blocks. This activity is a great opportunity for students to freely explore with the KIBO robot and the programming blocks. Encourage students to try to make mistakes purposefully and to practice debugging! At the beginning of this activity, remind students to articulate their building plan before the start. Let them know that they will also fill out a debugging reflection on this activity afterwards. By the end of this activity, students should feel comfortable scanning a complete program onto KIBO.



PEER INTERVIEW (15 min)

When all groups are done with their retelling projects, have students pair up for peer interviews. Give each pairing a tablet or smartphone (anything with video recording abilities). Each student will get the chance to interview their partner, and then be interviewed by their partner. The interviews should be filmed by the student who is being the interviewer. Pass out interview cue cards and guide the children through a semi-structured interview. Give roughly 1 minute per each question before prompting the students with the next question. If you have more time for this activity and/or you notice some students aren't finished answering their questions after about a minute, feel free to take longer than 1 minute for each question. Prompt the students through referencing the cue cards and reading each question aloud.

Questions:

- *Tell me about any problems you had with your program*
- *How did you fix these problems?*
- *What would you do if you had more time?*
- *Did anyone help you with your project? How did they help you?*
- *Did you help anyone with their project? How did you help them?*
- *What do you think other people would want to know about your program?*
- *Questions of your choice*

SOLVE-IT ASSESSMENT A (10 min)

On the Appendix B-1 you will find assessment A. Please hand out one copy of the assessment to each child in your class.

Instructions:

- Read each question and option out loud to the group. Students can ask to have questions or options read out loud up to 3 times.
- Instruct children to circle only 1 answer per question.
- Make sure students answer the questions by themselves. Students should not be discussing or copying answers.

Lesson 9: Cause and Effect

Powerful Idea From Computer Science:

Control Structures, Representation, Sensors

Powerful Idea From Literacy:

Spelling-Sound Correspondence

OVERVIEW

In this lesson, students will learn about cause and effect and sensors by being introduced to one new module: the Sound Sensor. The Sound Sensor uses an event (wait for clap) before performing the subsequent action.

PURPOSE

When students learned to program with the Beep and Sound blocks in previous lessons, KIBO did not require a sound sensor because those sounds were produced from the robot (output). In this lesson, students learn how robots can take in information from the environment to then perform an action (input). These concepts are integral to the understanding of control structures, which will prove useful in subsequent lessons.

ACTIVITIES

- Exploring Our Senses (5 min)
- KIBO Sound Sensor (5 min)
- Free Play (15 min)
- Reflection (10 min)
- Share Creations (15 min)
- Solve-It Assessment B (10 min)

STUDENTS WILL BE ABLE TO...

- Distinguish between human senses and robot sensors
- Use the KIBO Sound Sensor with its appropriate Wait for Clap block

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location
- ☐ Print Solve-It Assessment B (one for each student)

MATERIALS

FOR THE TEACHER:

- 1 copy of *Hay Un Balde En El Fondo De La Mar* (see Appendix E for text)
- Job Cards
- 1 flathead screwdriver
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- Curiosity Journal (see Appendix C for example)
- Construction paper and markers
- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, Beep block, Wait for Clap blocks, Sound sensor

VOCABULARY

- Senses — the way humans and animals take in information about the surrounding environment. Humans have five senses: touch, taste, smell, sight, and hearing
- Sensor — a special part that helps machines take in information about the surrounding environment; there are sensors that are very much like human senses
- Event — an action that causes something to happen
- Sound — a type of energy made by vibrations in the air that we can hear

Lesson 9: Activities

EXPLORING OUR SENSES (5 min)

Ask students: *What body parts do humans use to sense things in our environment?* Have students think about the last time they went to the zoo. Ask students to say what senses they experienced there.

Taste	<i>What did you taste?</i>
Smell	<i>What did you smell?</i>
Touch	<i>What did you feel?</i>
Hearing	<i>What did you hear?</i>
Sight	<i>What did you see?</i>

KIBO SOUND SENSOR (5 min)



Take out KIBOs and blocks. Show the Wait for Clap block and the Sound sensor and create an example program together. Run the program, and have students discuss what the robot is doing. Introduce the term event, which is an action that causes something to happen. The action here is the clap, which causes KIBO to continue its program. All of the sensors that KIBO has use events to trigger KIBO.

What is the Sound Sensor?

KIBO's **Sound Sensor** is shaped like an ear and senses sounds from the environment. It is programmed using the Wait for Clap block. In the example program, KIBO will turn right, wait for a loud sound (like a clap) before it spins and ends.



FREE PLAY (15 min)



Individually or in pairs, students should take this time to explore the Sound Sensor module freely. By the end of this free-exploration, students should understanding the difference between sound input (i.e., KIBO needs to hear the clap using the Sound Sensor before proceeding) and sound output (i.e., sing block tells KIBO to sing). Encourage students to try other noises, like stomping or ringing a bell, to trigger the Sound Sensor!

REFLECTION (10 min)



Before sharing their free play creations, have students take out their Curiosity Journals and write out their program by drawing out the KIBO blocks that they used.

SHARE CREATIONS (15 min)



Have students sit in a technology circle to share their programs. Encourage students to verbalize their thinking and reasoning behind their program. For example, ask students: *Where did you decide to add the Wait for Clap block? What were the different ways you tried to trigger the Sound sensor (clapping, talking, etc.)? Why did you choose a particular block in your program? What was fun or challenging about creating their program? Did their program get KIBO to do what they wanted?*

SOLVE-IT ASSESSMENT B (10 min)

On the Appendix B-1 you will find assessment B. Please hand out one copy of the assessment to each child in your class.

Instructions:

- Read each question and option out loud to the group. Students can ask to have questions or options read out loud up to 3 times.
- Instruct children to circle only 1 answer per question.
- Make sure students answer the questions by themselves. Students should not be discussing or copying answers.

Lesson 10: Repeat Loops

Powerful Idea From Computer Science:

Control Structure, Modularity

Powerful Idea From Literacy:

Repetition as a Literacy Device, Repetition in Word Forms

OVERVIEW

In this lesson, students understand the importance of repetition both in computer science and literature. Students will learn about a new instruction that makes KIBO repeat programming instructions infinitely or a given number of times. Students also think about repetition as a literary device and the purpose it serves in a text.

PURPOSE

The activities in this lesson broaden students' understanding of patterns by highlighting the different ways that repetition can be used to make something more efficient or more entertaining. Students also begin to learn that there are multiple ways of representing the same outcome, and that repeat loops are one way that computer scientists make more efficient programs.

ACTIVITIES

- Repetition in Stories and Songs (10 min)
- Toothbrush Exercise (10 min)
- KIBO Repeat with Numbers (15 min)
- Free Play (15 min)
- Solve-It Assessment C (10 min)

STUDENTS WILL BE ABLE TO...

- Identify patterns in code sequences and rewrite codes using repeat loops
- Use KIBO number parameters to make a program that loops a certain number of times
- Understand how repetition is used in stories and songs

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Print Toothbrush Sequence Pictures*
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location
- ☐ Print Solve-It Assessment C (one for each student)

MATERIALS

FOR THE TEACHER:

- KIBO Says cards
- Toothbrush Sequence Pictures*
- Job Cards
- 1 flathead screwdriver
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- Small KIBO block cutouts (one set for each pair of students)
- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, Beep block, Wait for Clap blocks, Sound sensors, Repeat and End Repeat blocks, number parameters

*See Appendix A for examples

VOCABULARY

- Loop – something that repeats over and over again
- Parameter – a value or limit given to a robot that can be changed (e.g., programmer sets the limit for how many times a robot repeats a sequence)
- Pattern – a design or sequence that repeats
- Repeat – to do something more than once

Lesson 10: Activities

REPETITION IN STORIES AND SONGS (10 min)

Throughout the song *Hay Un Balde En El Fondo De La Mar*, certain phrases and words are repeated multiple times. Reread, if needed, and come up with a list of what phrases or words are repeated.

Ask students: Why might the author have done that? What purpose does that serve for the reader? The purpose of this activity is to remind students that repetition is essential in language, literature, and, as they will learn today, coding as well.

OR

If you feel the students/class could use a break from *Hay Un Balde En El Fondo De La Mar*, choose another song the students like instead. Hand out the lyrics to the class, play the song for the class, and ask students, as the song is playing, to circle repeating stanzas. The purpose of this activity is to remind students that repetition is essential in language, literature, and, as they will learn today, coding as well.

TOOTHBRUSH EXERCISE (10 min)



Have students think about the way they brush their teeth. *Ask students: Are there actions that you have to repeat? (e.g. moving the toothbrush from left to right) Are there motions that only happen once? (e.g. squeezing out toothpaste)* Hand out Toothbrush Sequence Pictures to the children. Working in pairs, have students arrange the pictures in order, noting which pictures may be repeated. Then have the children come up with instructions for brushing your teeth based on the pictures they arranged and act it out to ensure they have covered all the steps.

Once pairs finish, have several students share their programs. As a class, discuss how the programs were similar or different.

KIBO REPEAT WITH NUMBERS (15 min)



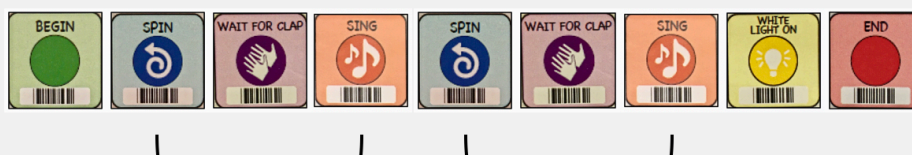
Take out the KIBOs and blocks. Using the large KIBO Says cards first, show students a sample KIBO program that has repeating blocks (see examples below). *Ask students: What is the repeating pattern in this program? How many times does it repeat?*

Identifying Patterns

In the program below, the repeating pattern is [White Light, Beep] and occurs four times.



In the program below, the repeating pattern is [Spin, Wait for Clap, Sing] and occurs twice. Note that the White Light block is not part of the repeating pattern.



As a class, look back at your example KIBO programs with repeating patterns. *Ask students: Is there a way I could make this program shorter?* Demonstrate to students that the Repeat and End Repeat blocks can be used to make programs that are shorter and more efficient.

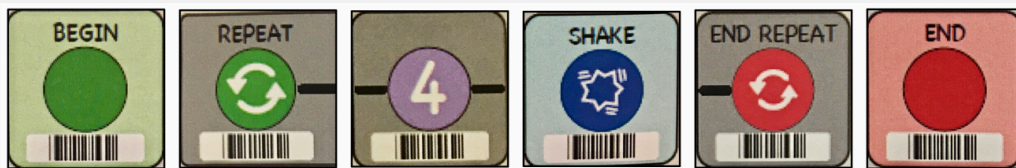
Make a sample program using the Repeat blocks and the Repeat Forever parameter card. Emphasize that the robot only repeats the instructions in between the Repeat and the End Repeat blocks. Note to students how the robot will not stop unless you press the button (to stop it). Try another model program using the Repeat 2, 3, or 4 parameters.

Distinguish this kind of repetition from literature, where a repetition may take place pages apart and can include slight variations.

What is a Repeat Loop?

Repeat and End Repeat are like the bread of a sandwich. The programming blocks put inside of them are like the filling. KIBO will only repeat commands that are placed inside of the **Repeat Loop** sandwich. Segments of the code placed outside of the sandwich will not be repeated.

Parameters are used to tell the robot how many times to repeat, or when to stop repeating. In the program below, KIBO will shake 4 times.



FREE PLAY (15 min)



Have students explore their own programs using the Repeat blocks. The emphasis here should be using proper syntax, rather than scanning the program onto KIBO. One suggestion for this activity is to have students create their KIBO programs using the blocks first. Then, students can move to a testing station in a designated location in the classroom, where they can test to make sure their programs work.

SOLVE-IT ASSESSMENT C (10 min)

On the Appendix B-3 you will find Assessment C. Please hand out one copy of the assessment to each child in your class.

Instructions:

- Read each question and option out loud to the group. Students can ask to have questions or options read out loud up to 3 times.
- Instruct children to circle only 1 answer per question.
- Make sure students answer the questions by themselves. Students should not be discussing or copying answers.

Lesson 11: Final Project - Our Treasure

Powerful Idea From Computer Science:

Representation, Algorithms

Powerful Idea From Literacy:

Character, Point of View

OVERVIEW

In this lesson, students will think deeply about what makes their school a unique community. This lesson will give children the creative agency to choose how to represent the things that their school finds important through the treasure that they choose. Through teacher led and group discussion, this lesson will explore different aspects of characterization.

PURPOSE

Students will solidify their understanding of both representation and characterization. Though there is no KIBO in this lesson, children will be pushed to think about their personal and community identities. Their ideas of representation will be explored as they find different ways to portray these parts of their identities in creative and abstract ways.

ACTIVITIES

- Treasure Chest (15 min)
- Filling the Treasure Chest (15 min)
- Making the Treasure (20 min)
- Solve-It Assessment D (10 min)

STUDENTS WILL BE ABLE TO...

- Identify unique aspects of their own culture and community
- Demonstrate creativity through abstract representations of identity

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Print Treasure Chest anchor chart*
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location
- ☐ Print Solve-It Assessment D (one for each student)

MATERIALS

FOR THE TEACHER:

- Treasure Chest anchor chart*
- Picture of Treasure Chest*
- Cardboard box or bag
- 1 flathead screwdriver
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- Art Supplies
- Paper bag or Cardboard box
- Curiosity Journal (see Appendix C for example)
- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, Beep block, Repeat and End Repeat blocks, number parameters, and platform pieces

*See Appendix A for examples

VOCABULARY

- Identity - the qualities and characteristics that define a person or group
- Characterization - the description of the distinctive nature or features of someone or something

Lesson 11: Activities

TREASURE CHEST (15 min)



Ask students if they know what a treasure chest is, if they do not, show them a picture of one. Tell the students that a treasure chest is a place to put things that are very special to you. Often, things that are special to you have some sort of meaning that signifies who you are or where you come from. Tell students that today, they will be making a treasure chest for their school. Their treasure chest should be full of items that show what makes their school special. Using the Treasure Chest anchor chart, lead a whole class discussion on what makes the school unique, and how that can be shown.

Ask students: What's important to you? Is it important to other people in the school too? What is different about our school than other schools?

FILLING THE TREASURE CHEST (15 min)



After the group discussion, the students should have a grasp on what sorts of items they might put in the treasure chest. Have children break off into groups of 3-4. These will be the groups that the students will be in to code KIBO in the next lesson, so make sure that there are enough KIBOs for each group. Give each group a cardboard box or paper bag, this will be their Treasure Chest. Have each group make their own list of items that they want to put in their treasure chest for the school. Go around to each group and help them write out their items - make sure that each group has at least 5 items.

MAKING THE TREASURE (20 min)



Once all groups have made their lists, have the children create their items. They can draw their items with any arts and crafts supplies that the room has, or they can take pictures or write out words if the item is not able to be drawn. Once the children have finished their treasures, have the children pack away all their treasures into their group's treasure chest. If there is extra time, have the group decorate their treasure chest together!

Collect all treasure chests from the students. Tell the students that their treasure is going to be sent across the ocean to other schools, and other schools will be sending their treasure to us! This exchange will help us learn about other schools.

SOLVE-IT ASSESSMENT D (10 min)

On the Appendix B-4 you will find assessment D. Please hand out one copy of the assessment to each child in your class.

Instructions:

- Read each question and option out loud to the group. Students can ask to have questions or options read out loud up to 3 times.
- Instruct children to circle only 1 answer per question.
- Make sure students answer the questions by themselves. Students should not be discussing or copying answers.

Lesson 12: Final Project - Coding Our Treasure

Powerful Idea From Computer Science:

Design Process

Powerful Idea From Literacy:

Writing Process

OVERVIEW

In the previous lesson, students created treasure to represent their identity. In this final lesson, students will find out that their treasure has been “lost” at sea. Students will utilize their coding skills from throughout the curriculum to create a KIBO program for collecting the treasure. When students are finished with their projects, they will share them with each other.

PURPOSE

The purpose of the final project is to allow students to demonstrate the skills they have acquired throughout the previous lessons and to apply them in new, creative ways. By working in steps and creating plans first before building with KIBO, students make purposeful decisions about their projects and understand that not all ideas on paper can transfer to the actual design.

ACTIVITIES

- Treasure Gets Lost! (5 min)
- Plan the Treasure Hunt (15 min)
- Program the Treasure Hunt (25 min)
- Peer Interviews (15 min)

STUDENTS WILL BE ABLE TO...

- Demonstrate the Design Process in full by planning, designing, and creating a final KIBO project
- Share final projects with peers, family and community members
- Identify and show appreciation to those who have helped them with their final projects

PREPARATION FOR TEACHERS

- ☐ Read through the Activity Guide
- ☐ Scatter each groups treasure on floor
- ☐ Print Peer Interview Cue Cards*
- ☐ Ensure all KIBO bodies have 4 working AA batteries
- ☐ Sort KIBO blocks and pieces (listed in Materials section) by part and place in a central location

MATERIALS

FOR THE TEACHER:

- Job Cards
- Peer Interview Cue Cards*
- 1 flathead screwdriver
- Extra AA batteries
- Appendix E for troubleshooting tips

FOR STUDENTS:

- Curiosity Journal (see Appendix C for example)
- KIBO bodies, wheels, motors, Begin and End blocks, blue Motion blocks, yellow Light blocks, Beep block, Wait for Clap blocks, Sound sensors, Repeat and End Repeat blocks, number parameters, platform pieces

*See Appendix A for example

Lesson 12: Activities

TREASURE GETS LOST! (5 min)

Before class starts, take each groups treasure and scatter it around close together. Each groups treasure should be in a different area of the room so that the groups can perform their treasure hunts in their own space and focus on their own treasure.

Tell the students that there's been a huge disaster! All the treasure chests that were being shipped across the sea got lost! All the treasure fell out of the chests and is now scattered at the bottom of the ocean. Luckily for them, the kids know how to program KIBO, which can magically travel to the bottom of the ocean and retrieve all of the treasure. Lead each group to the section of the room where their treasure is scattered and tell them this is where they'll have their treasure hunt.

PLAN THE TREASURE HUNT (15 min)



Before giving the students their KIBO, have the students plan out their treasure hunt. They should think about which treasures they will get first, second, etc. and why. If time allows, children could even draw out their plans in the form of a treasure map in their Curiosity Journals.

Tell the children to consider how they want KIBO to move to signify that he has found a piece of treasure and is ready to move to the next. *Ask students: How will you know KIBO has the treasure? Should KIBO shake? Flash a light?*

PROGRAM THE TREASURE HUNT (25 min)



Bring out the KIBOs and the blocks and distribute them accordingly. Have each group or child tell you how they have planned to hunt for their treasure, and then let them program the treasure hunt. Allow extra time for debugging and troubleshooting.

PEER INTERVIEW (15 min)



When all groups are done with their treasure hunt programs, have students pair up for peer interviews. Give each pairing a tablet or smartphone (anything with video recording abilities). Each student will get the chance to interview their partner, and then be interviewed by their partner. The interviews should be filmed by the student who is being the interviewer. Pass out interview cue cards and guide the children through a semi-structured interview. Give roughly 1 minute per each question before prompting the students with the next question. Prompt the students by referencing the cue cards and reading each question aloud.

Questions:

- *Tell me about your project*
- *How did you choose the order for collecting your treasure?*
- *Why did you make your project?*
- *What would you do if you had more time?*
- *Did anyone help you with your project? How did they help you?*
- *Did you help anyone with their project? How did you help them?*
- *What do you think other people would want to know about your project?*
- *Questions of your choice*

Appendix A. Materials

Appendix A. Materials

Robotics and Technology Materials:

- ☐ KIBO 15 robotics kits: It is recommended to deconstruct the kits into individual parts or to provide each pair of students with one pre-made kit, so that students can access only the parts required for each lesson.
- ☐ 1 flathead screwdriver
- ☐ AA batteries (each KIBO kit requires 4 AA batteries)
- ☐ Extra AA batteries
- ☐ Flashlights (one per pair of students)

Art and Game Materials:

- ☐ Construction paper or other kind of decorative paper
- ☐ Crafts and recycled materials (e.g. scrap paper, scissors, straws, popsicle sticks, recycled cardboard, any other available materials that students can use to decorate their robots)
- ☐ Masking tape
- ☐ Index cards (one for each student)
- ☐ Paper bags or Cardboard boxes

Teaching Materials:

- ☐ Large KIBO Says cards (purchase from KinderLab Robotics or make your own)
- ☐ Job Cards (**see following pages for examples**)
- ☐ Peer Interview Cue Cards (**see following pages for examples**)
- ☐ Premade anchor charts (**see following pages for examples**)
 - ☐ How to Treat Our Materials
 - ☐ Design Process
 - ☐ Writing Process
 - ☐ KIBO Robot Parts song
 - ☐ Characteristics of Robots comparison chart
 - ☐ Why is KIBO Confused?
 - ☐ Treasure Chest
- ☐ Printed pictures (**see following pages for examples**)
 - ☐ 8-10 pictures of naturally occurring and human-made objects
 - ☐ 8-10 pictures of robots and non-robots
 - ☐ Cow
 - ☐ Toothbrush Sequence Pictures
 - ☐ Object Sequence Pictures
 - ☐ Treasure Chest

Optional Materials:

- ☐ Small KIBO block cutouts (download from <http://bit.ly/KIBOcutouts>)
- ☐ KIBO Parts Bingo cards (download from <http://bit.ly/KIBOpartBINGO>)
- ☐ KIBO Blocks Bingo cards (download from <http://bit.ly/KIBOblockBINGO>)

Examples of Job Cards:



A student should be chosen to clean up all KIBO materials and make sure that all materials end up back in their box! Students can use the checklist to do so.

Inventory



A student should be chosen to lead the group in creating the program. This will allow all students to have a voice!

Navigator

Scanner



A student should be chosen to scan the group's program using KIBO. This will allow for more efficiency with running a KIBO program.

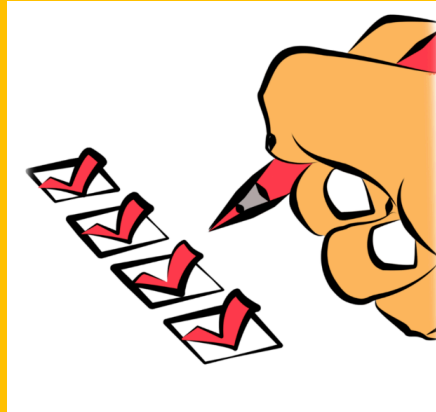
Examples of Peer Interview Cards:



1) Tell me about your project



Tell me about some of the problems you
had with KIBO



2) How did you choose the order?



2) How did you fix these problems?



3) Why did you make your project?



4) What would you have done if you had more time?



5) Did anyone help you with your project? How did they help you?



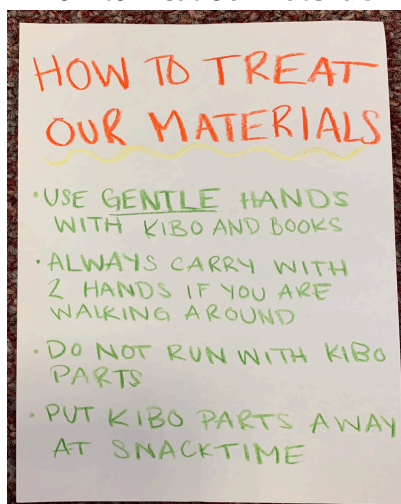
6) Did you help anyone with their project? How did you help them?



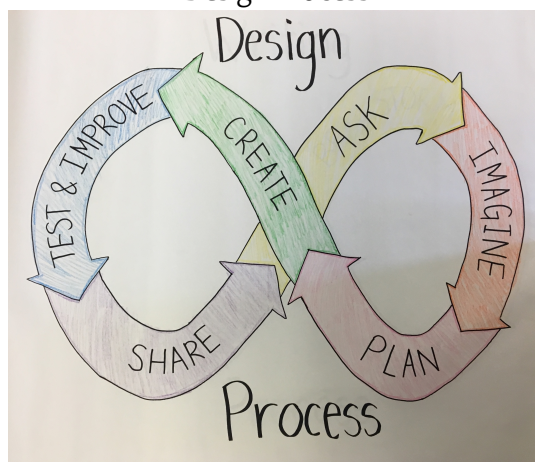
7) What do you think other people would want to know about your project?

Examples of Anchor Charts:

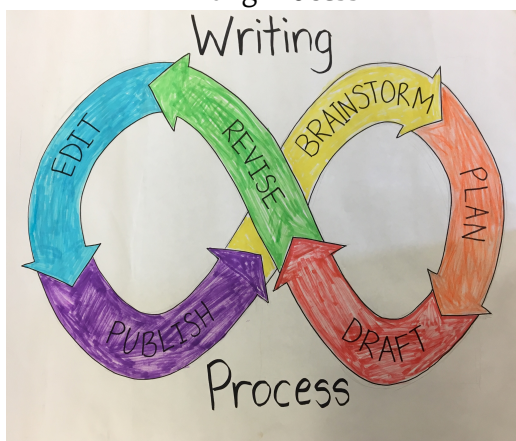
How to Treat Our Materials



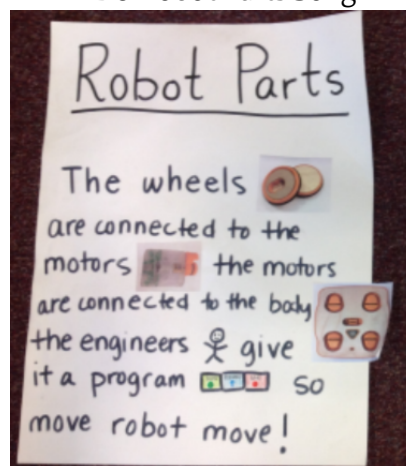
Design Process



Writing Process



KIBO Robot Parts Song



Characteristics of Robots Comparison Chart

Characteristics of Robots	TRUE!	FALSE!
1. Robots are machines.		
2. All robots are made of the same materials.		
3. Robots must have moving parts.		
4. Robots can think by themselves.		
5. All robots look alike.		
6. Robots must be able to move around the room.		
7. Robots are operated using remote controls.		
8. People tell robots how to behave with a list of instructions called a program.		
9. Some robots can tell what's going on around them using sensors.		
10. Robots are alive.		

Why is KIBO Confused?

Scanning tips

To scan, hold KIBO 2-4" away from the bar code. Shine the red scanner light onto the bar code. It's ok if the light is a little "bigger" than the bar code.

If KIBO won't scan, try changing KIBO's position slightly. Move it slightly closer or farther away from the block and try changing the angle a little bit.



This type of reflection can interfere with scanning.

If you're still having trouble scanning, notice if there is light reflecting from your stickers. Try moving away from direct overhead lighting and windows. Or, try scanning the sides of the blocks, instead of the top.



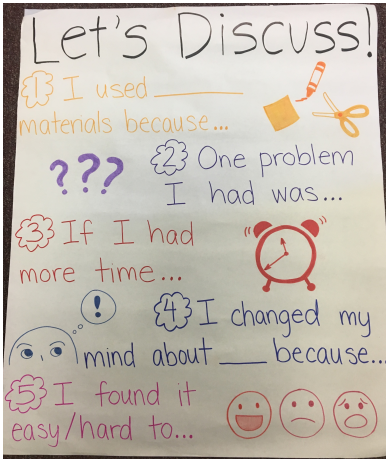
If scanning from the top isn't working ...

Try scanning from the side!

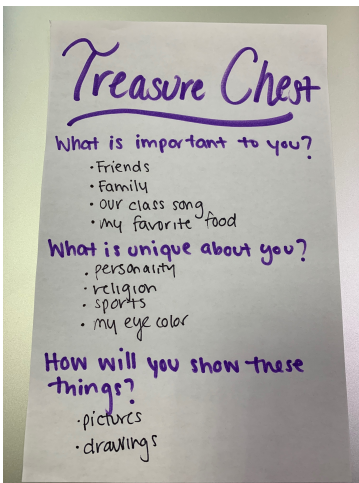


Examples of Anchor Charts:

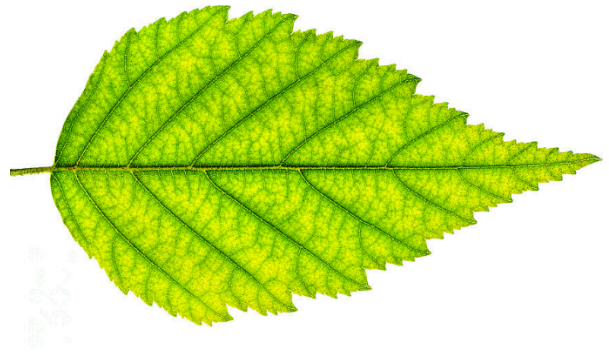
Sentence Starters

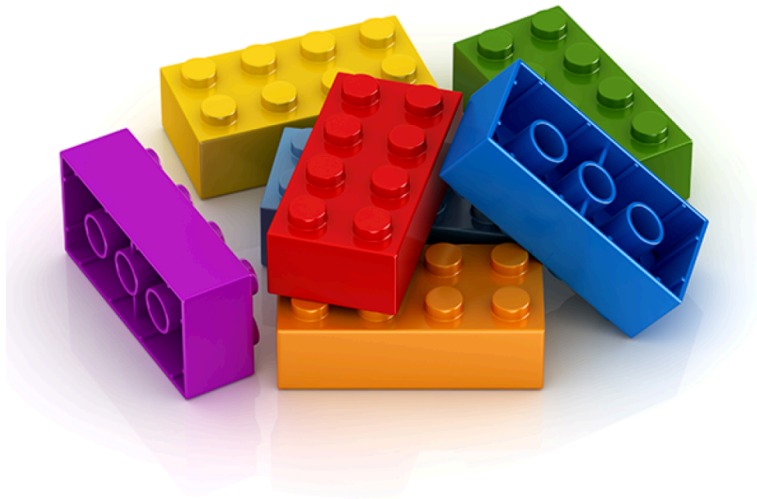


Treasure Chest



Examples of Printed Pictures:
8-10 pictures of naturally occurring and human-made objects

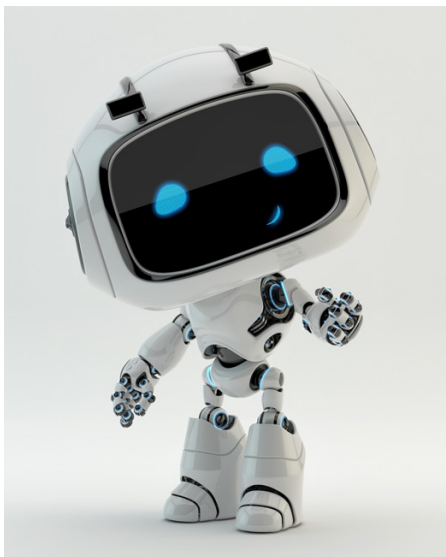




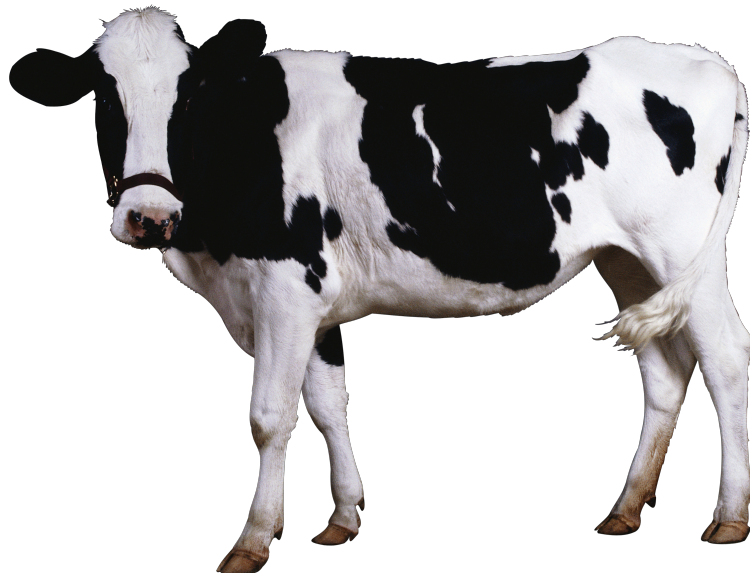
Examples of Printed Pictures:

8-10 pictures of robots and non-robots

For non-robot pictures: reuse the images from the man-made objects in Lesson 1



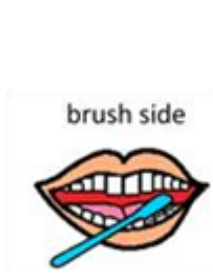
Examples of Printed Pictures:
Cow



Treasure Chest



Examples of Printed Pictures:
Toothbrush Sequence Pictures

turn on tap 	take toothbrush 	apply toothpaste 
rinse brush 	brush top 	brush bottom 
brush side 	brush side 	spit in sink 
rinse mouth 	rinse brush 	wipe face 

Examples of Printed Pictures:
Object Sequence Pictures









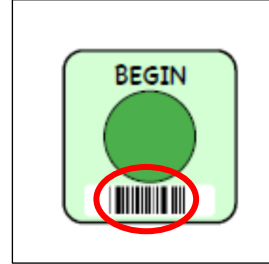




Appendix B-1. Solve-It Assessment A

Circle the correct answers:

1. Which part of the block does KIBO read?



2. Which block makes KIBO shake?



3. You want KIBO to turn its light on, but KIBO is not turning its light on!



What does KIBO need for it to turn its light on?



Name _____

Date _____

Teacher _____

4. Only **one** of these programs works. Which program works?



Name _____

Date _____

Teacher _____

5. KIBO moved forward and then started shaking. Why did KIBO do that?

KIBO was scared

The programmer programed KIBO to do that

KIBO did not want to keep moving forward

KIBO wanted to dance

Name _____

Date _____

Teacher _____

6. How can you make your KIBO spin, then beep, and then move forward?

BEGIN 	FORWARD 	BEEP 	SPIN 	END 
BEGIN 	BEEP 	SPIN 	FORWARD 	END 
BEGIN 	SPIN 	BEEP 	FORWARD 	END 
BEGIN 	BEEP 	FORWARD 	SPIN 	END 

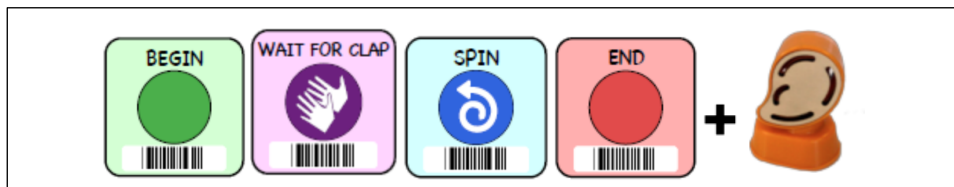
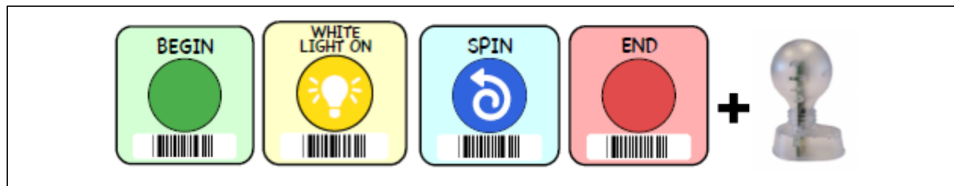
Appendix B-2. Solve-It Assessment B

Circle the correct answers:

1. This program makes KIBO shake after hearing a clap.



Which program will make KIBO spin after hearing a clap?



Name _____

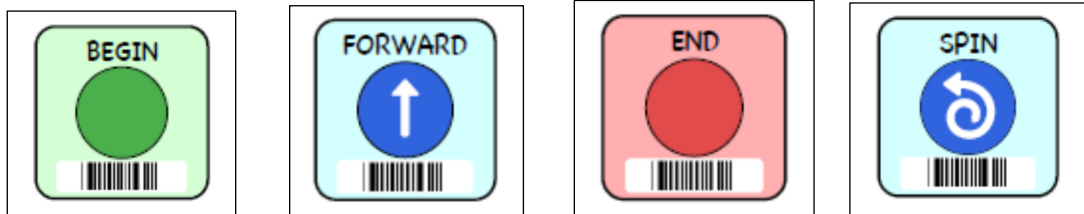
Date _____

Teacher _____

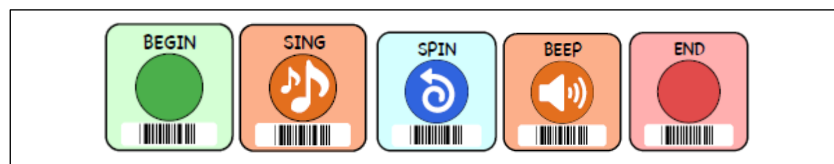
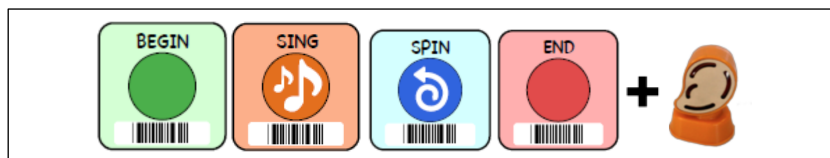
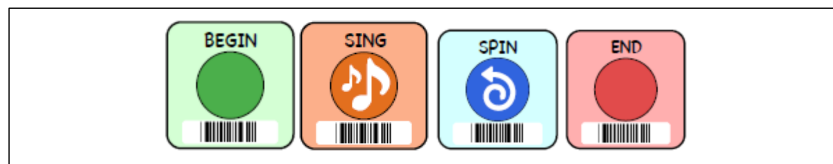
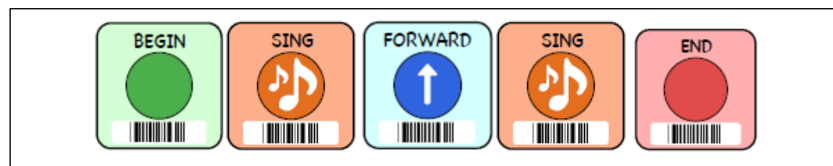
2. This is your program:



Which block is in the wrong place?



3. Which program will make KIBO sing, spin around, and then beep?



4. Imani is having trouble with programming her KIBO and asked for your help!

She wants her KIBO to move forward after it hears a clap, and then turn a white light on. This is what she has now:



How can Imani change it to make KIBO do what she wants?



5. It’s Jordan’s birthday, help him celebrate by singing!

How can you **best** program KIBO to help celebrate?

END

FORWARD

SPIN

SING

BEGIN

BEGIN

SPIN

FORWARD

SING

END

BEGIN

FORWARD

SPIN

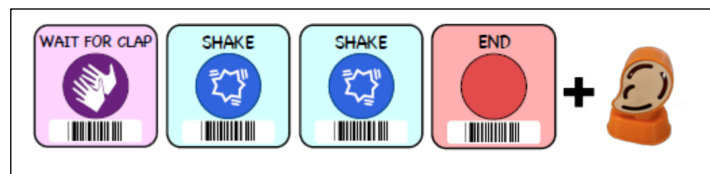
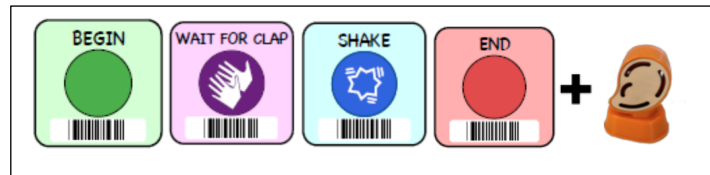
END

BEGIN

SHAKE

END

6. Which program makes KIBO shake, but only if you clap?



Appendix B-3. Solve-It Assessment C

Name _____

Date _____

1

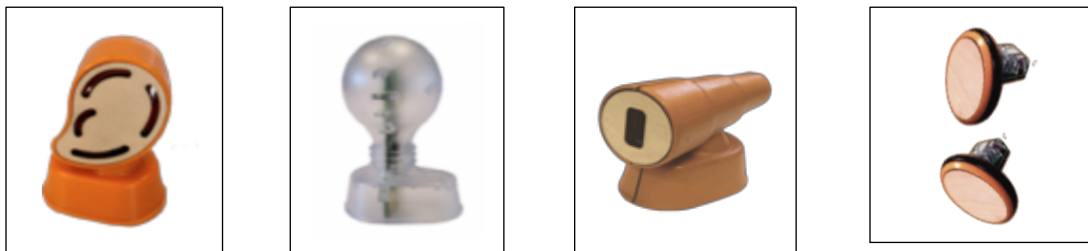
Teacher _____

Circle the correct answers:

1. Miriam wrote this program for her KIBO:



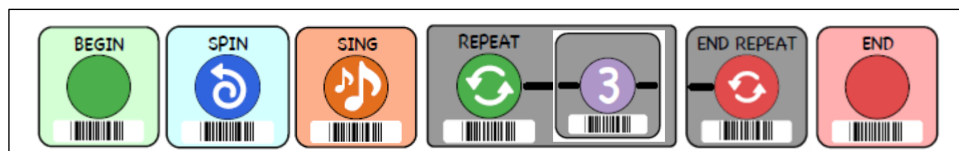
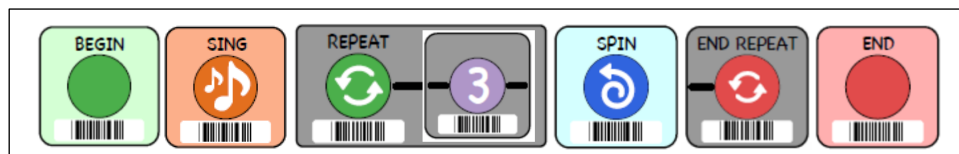
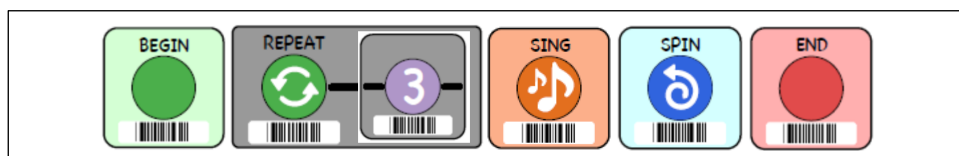
Which part is **NOT** needed?



2. Before you learned about repeat loops, you wrote this program:



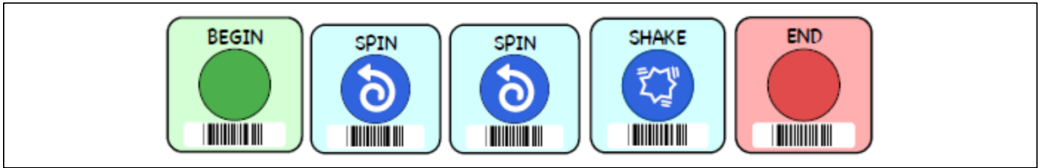
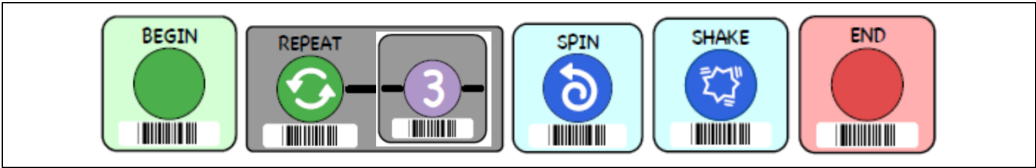
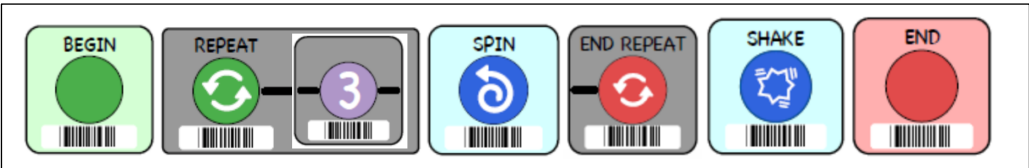
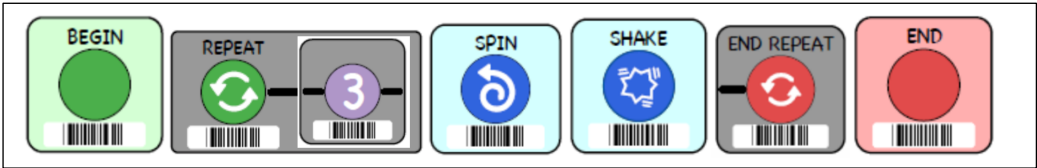
How would you write this program using repeat loops?



3. You want KIBO to spin three times and shake once, but your program doesn't do what you want.



How can you change your program to make KIBO spin three times and shake once?



Name _____

Date _____

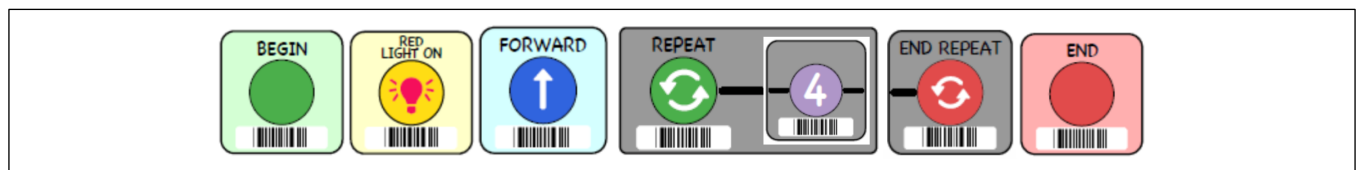
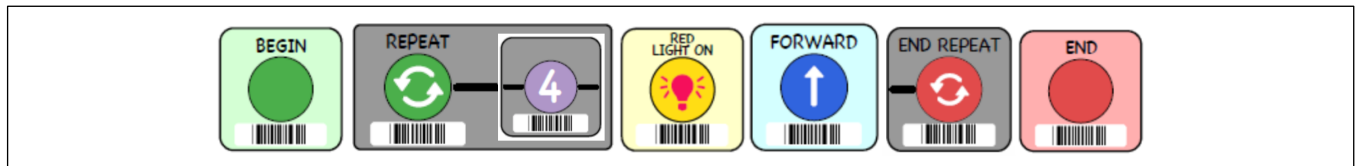
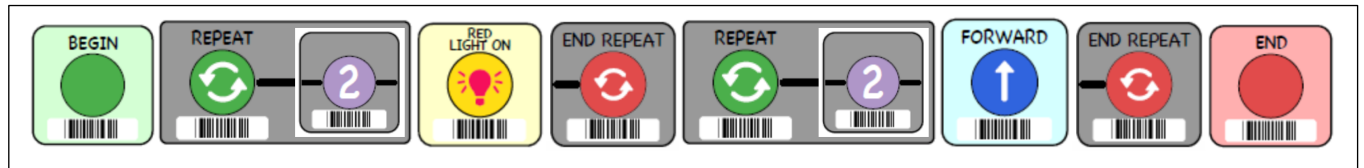
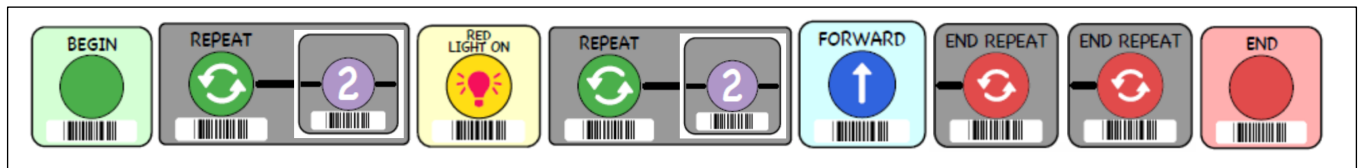
3

Teacher _____

4. Here's another program you wrote before you learned about repeat loops:



How would you write this program using repeat loops?



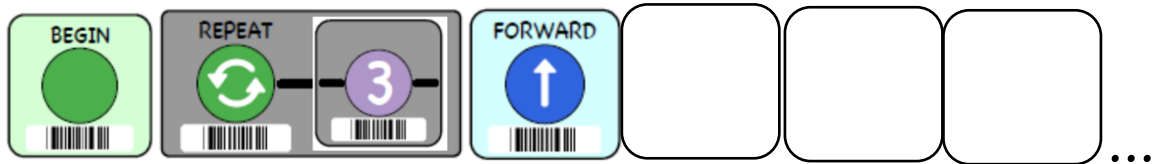
Name _____

Date _____

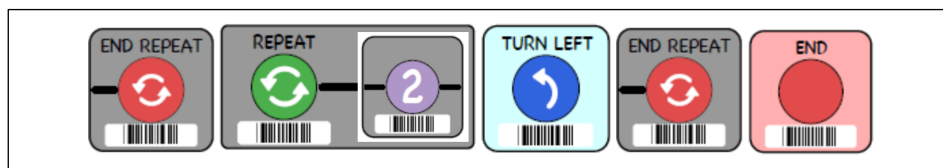
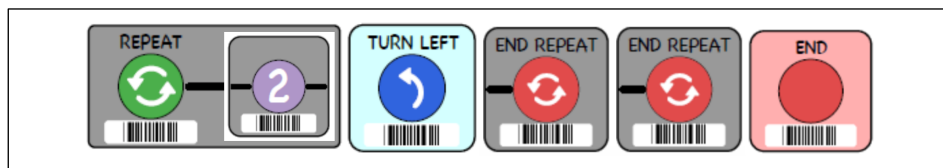
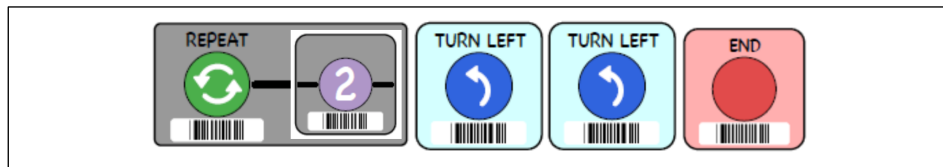
4

Teacher _____

5. You want your KIBO to move forward three times, then turn left twice.
This is how you started your program so far:



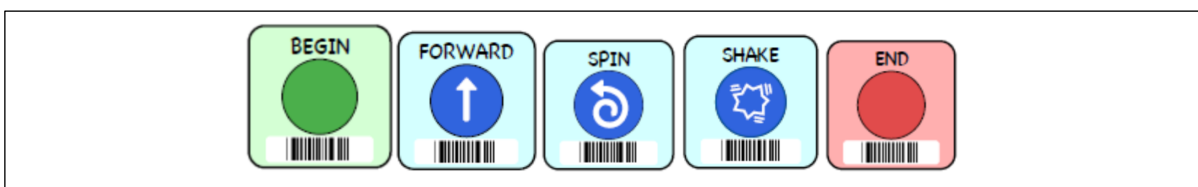
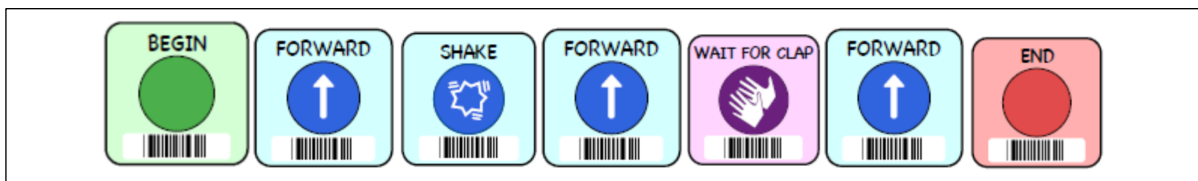
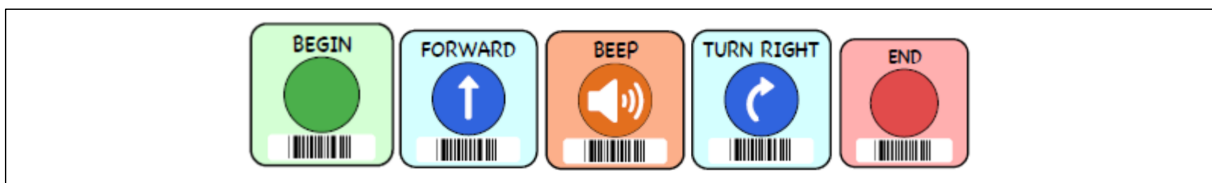
What blocks should you add to finish it?



6. Hasan wrote a story to match his program. Here is his story:

“One day, KIBO left its house and was walking down the street when it heard a loud boom of thunder. KIBO started to shake because it was so scared of the thunder. It quickly moved backwards to the house.”

Which program **best** matches his story?



Appendix B-4. Solve-It Assessment D

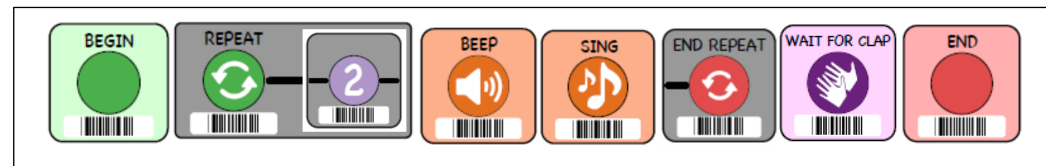
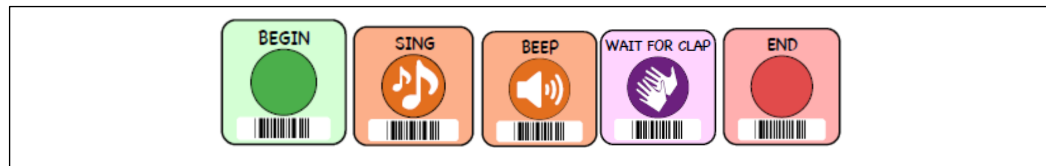
Name _____

Date _____

Teacher _____

Circle the correct answers:

1. You want to make KIBO sing and beep twice if KIBO hears a clap. How can you **best** program this?

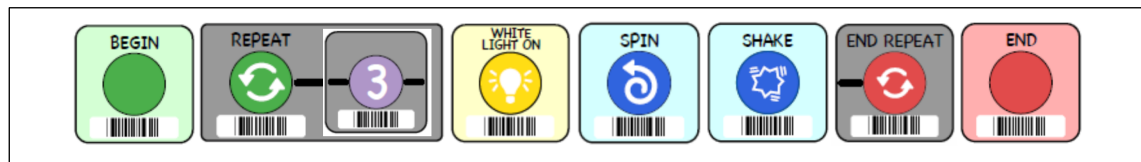
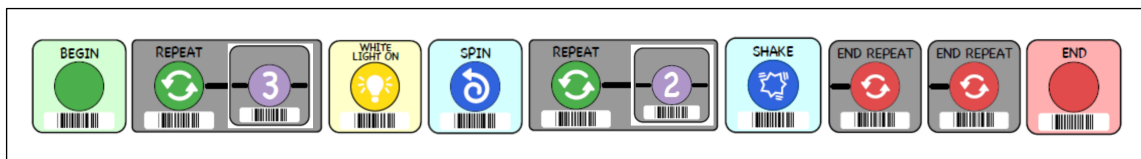
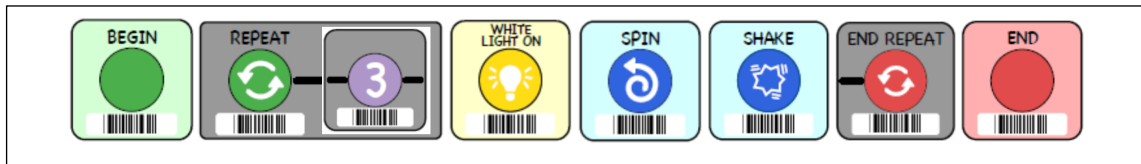


Name _____

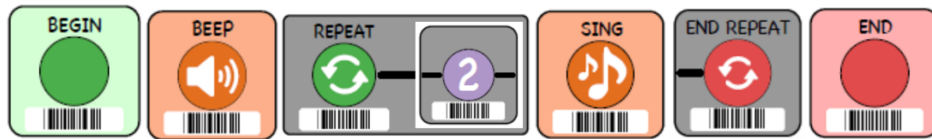
Date _____

Teacher _____

2. You want to make KIBO turn its light on, then spin, then shake two times. You want KIBO to do all of this three times. How can you **best** program this?



3. You are programming KIBO to beep and then sing twice. This is the program you have so far, but it doesn't do what you want:

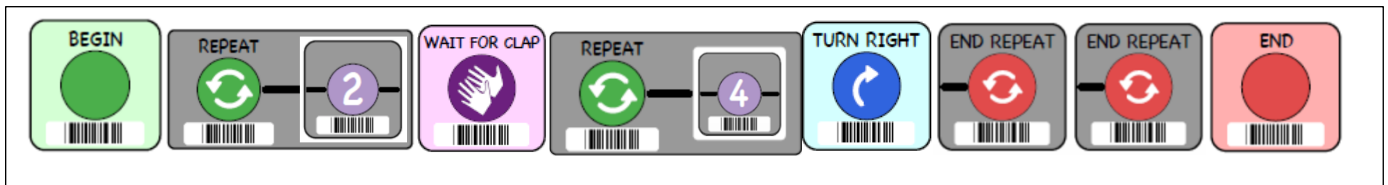


How can you change it to make KIBO beep twice before singing, with KIBO singing a total of four times?



4. You made a program for KIBO. KIBO is always turning around, but before it makes each turn, it waits for clap.

Which of these is your program?



5. I have KIBO 1 and you have KIBO 2. We want them to dance together.
How can we **best** program them to start dancing at the **same time**?

1:

BEGIN

WAIT FOR CLAP

SPIN

END

2:

BEGIN

SHAKE

END

1:

BEGIN

WAIT FOR CLAP

SPIN

END

2:

BEGIN

SHAKE

END

WAIT FOR CLAP

1:

BEGIN

WAIT FOR CLAP

SHAKE

END

2:

BEGIN

SPIN

WAIT FOR CLAP

END

1:

BEGIN

WAIT FOR CLAP

SPIN

END

2:

BEGIN

WAIT FOR CLAP

SHAKE

END

6. Now we want the KIBOs to sing together! Three of these programs will make them finish singing at the same time, and one will not.

Which one does **NOT** make KIBO 1 and KIBO 2 finish singing at the same time?

1:

BEGIN

SING

END

2:

BEGIN

SING

END

1:

BEGIN

REPEAT

3

SING

END REPEAT

END

2:

BEGIN

SING

SING

SING

END

1:

BEGIN

REPEAT

2

SING

END REPEAT

SING

END

2:

BEGIN

SING

SING

SING

END

1:

BEGIN

REPEAT

3

SING

END REPEAT

END

2:

BEGIN

REPEAT

2

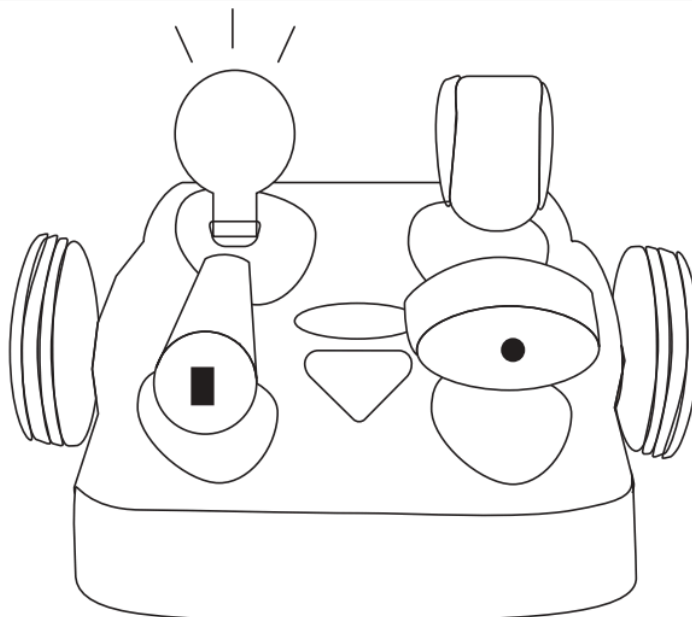
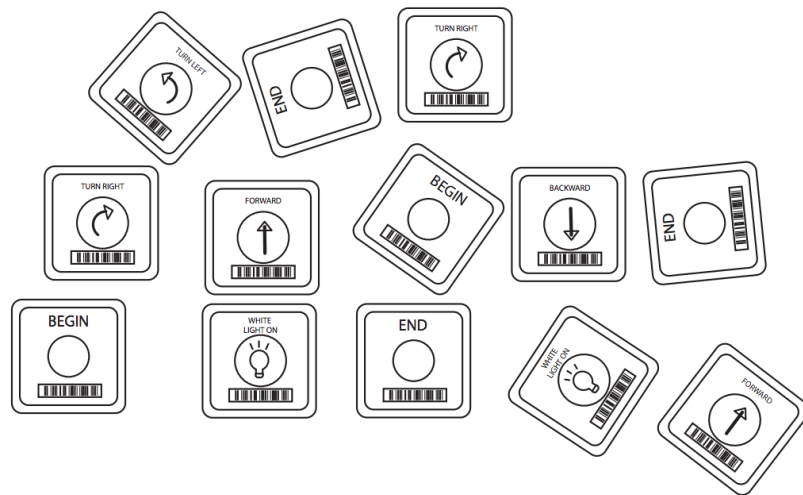
SING

END REPEAT

END

Appendix C. Curiosity Journal

_____'s Curiosity Journal

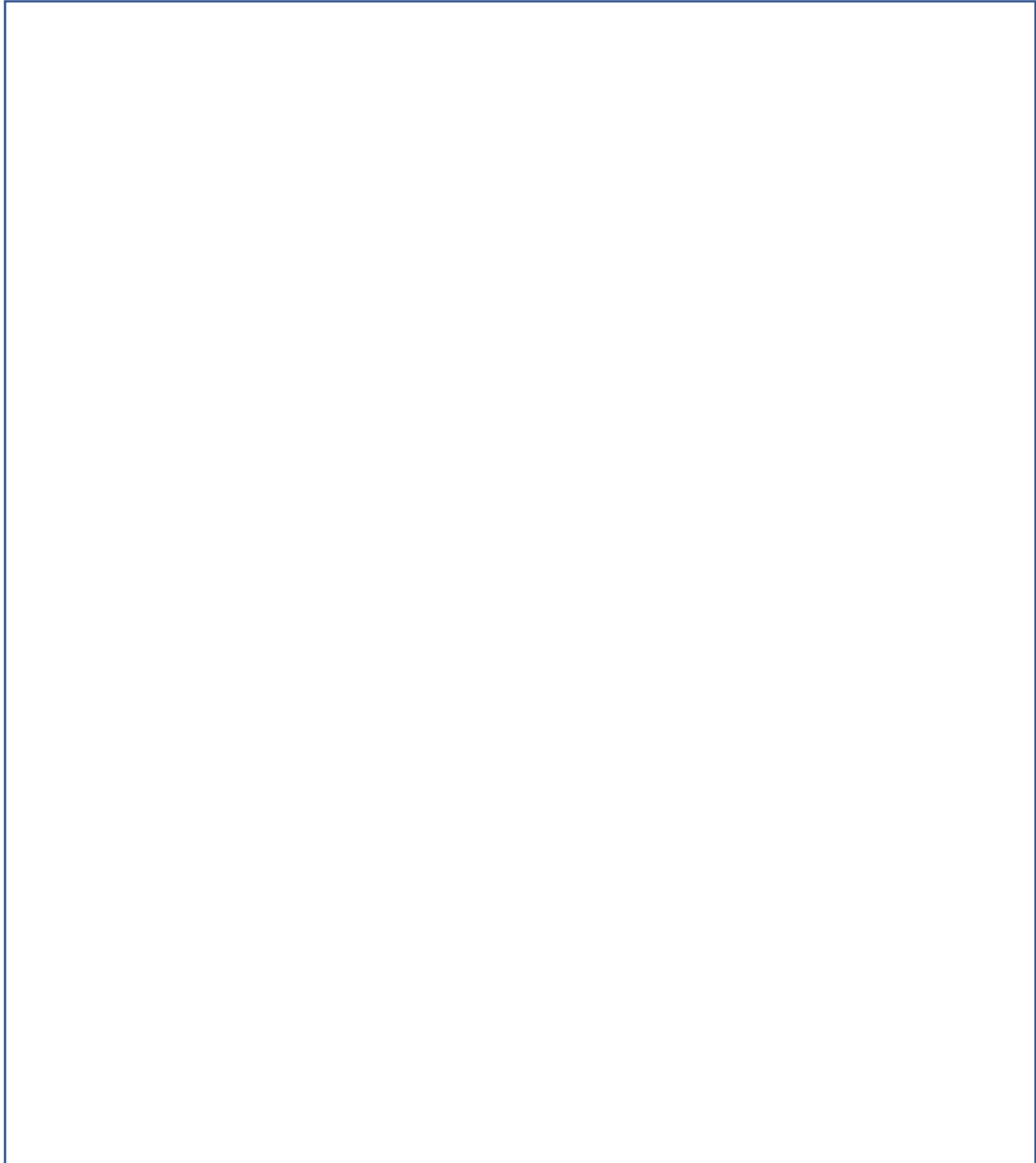


Name: _____

Date: _____

Lesson 1:
How to Build a Robot

Draw your robot here.

A large, empty rectangular box with a thin blue border, intended for a student to draw a robot inside.

Name: _____

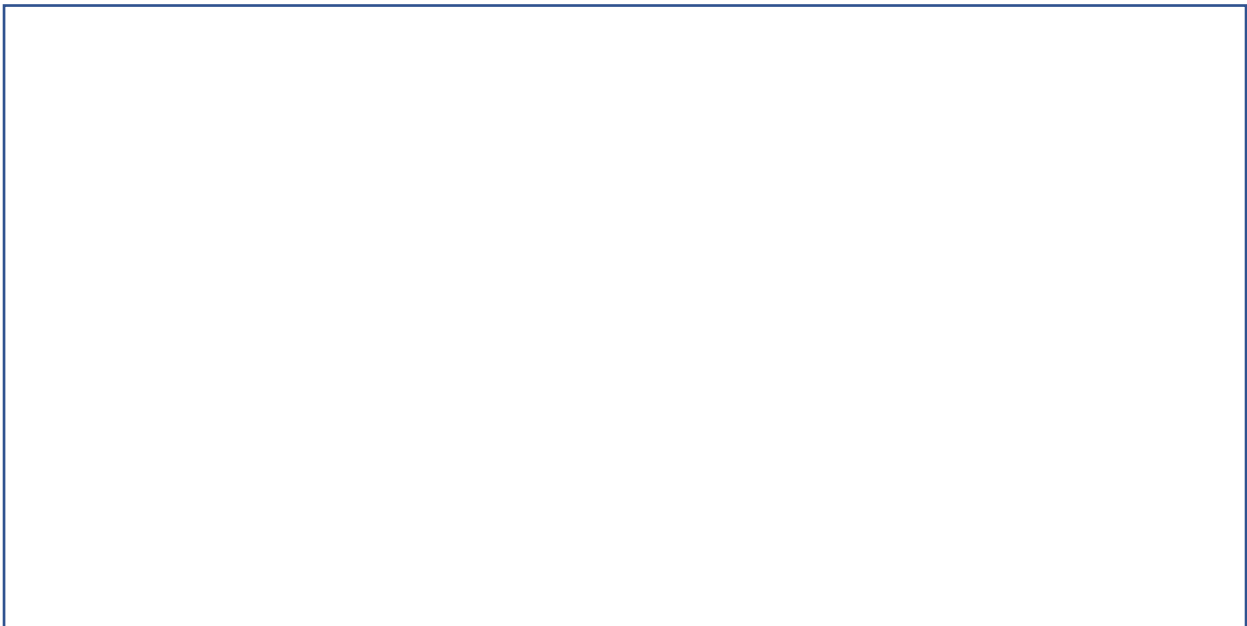
Date: _____

Lesson 1:
How to Build a Robot (continued)

What kinds of shapes are in your robot?

A large, empty rectangular box with a thin blue border, intended for a student to draw the shapes found in their robot.

Draw the parts of a robot here.

A large, empty rectangular box with a thin blue border, intended for a student to draw the parts of a robot.

Name: _____

Date: _____

Lesson 1:

How to Build a Robot (continued)

How do the parts go together?

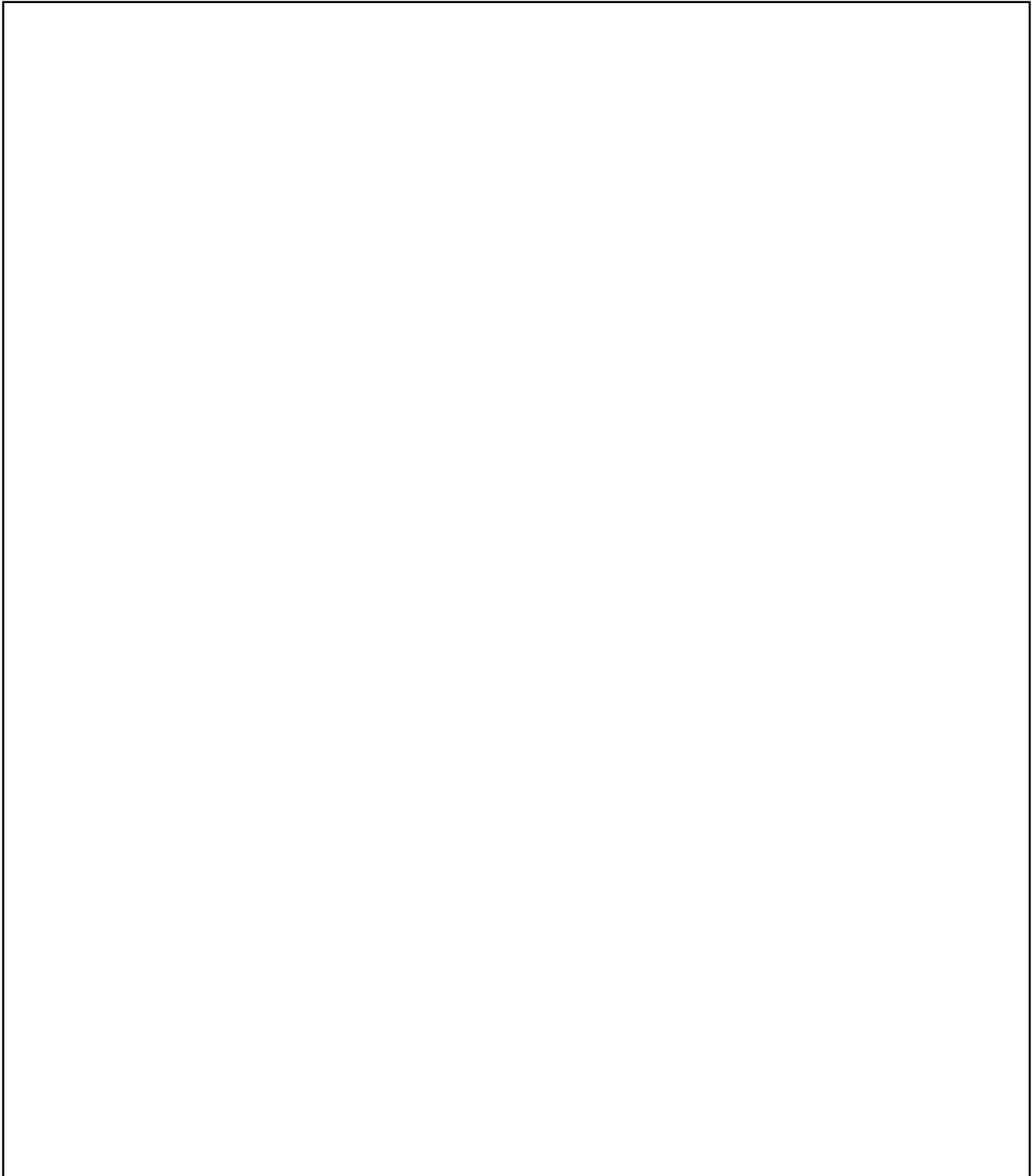
What is the difference between a person and a robot?

Name: _____

Date: _____

Lesson 6:
Design the Sea

Draw your sea that you will program here.

A large, empty rectangular box with a thin black border, intended for a student to draw their sea design.

Name: _____

Date: _____

Lesson 9:
Cause and Effect

Reflect on what you made during free play.

Name: _____

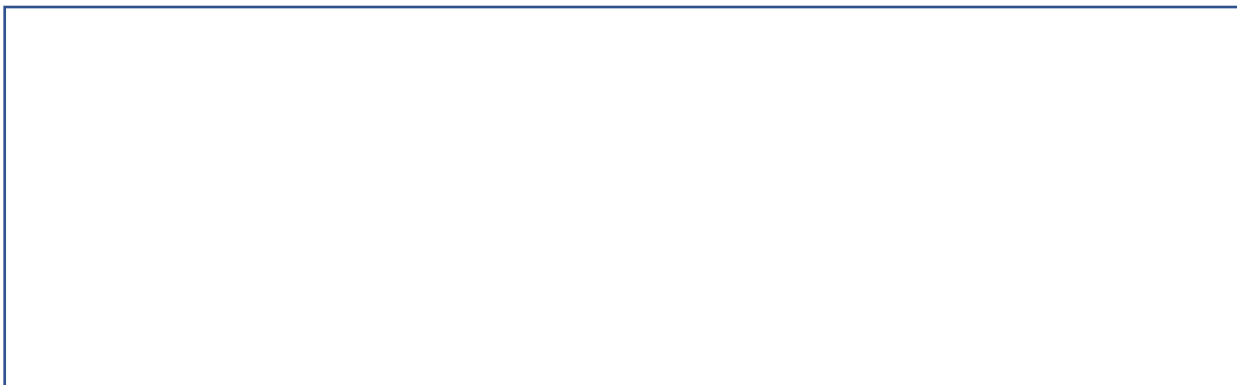
Date: _____

Lesson 11: *Final Project*

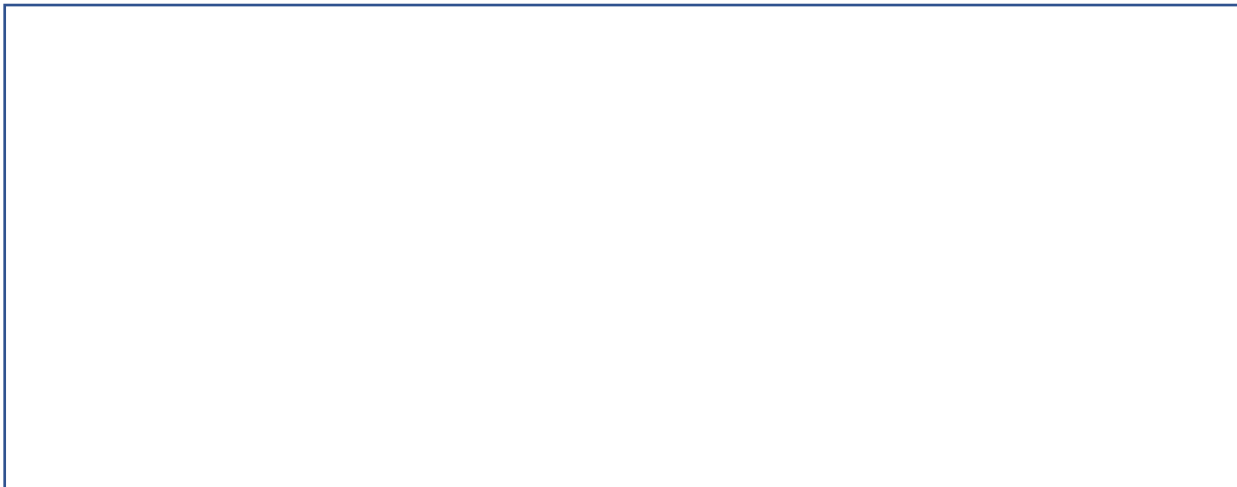
Things that are important to me



What is unique about our school?



What types of things could we put in our treasure chest to show how special our school is?



Name: _____

Date: _____

Lesson 12:

Final Project (continued)

Plan: Which KIBO parts and blocks will you need to create your project?

Circle the KIBO parts you think you will need:



Circle the programming blocks you think your robot's program will need:



Name: _____

Date: _____

Lesson 12:

Final Project (continued)

Create: Gather your materials and programming blocks and get to work, engineer!

Draw the your treasure map here:

A large, empty rectangular box with a thin black border, intended for drawing a treasure map.

Name: _____

Date: _____

Test and Improve: Before engineers finish a project, they need to test and improve their work. Use this checklist to see how your robot is coming along!

Is my robot sturdy?			
Do I have all of the sensors I need?			
Are all robot parts attached correctly?			
Does my robot look the way I want it to?			
Does my robot have all the motors it needs?			
Did I scan all of my blocks correctly?			
Did my robot do what I wanted it to?			

Now it's time to improve and fix your "bugs"!

Share: Now that you have completed your robot, you can share what you have learned and achieved with friends, family, and other engineers.

Use the KIBO stickers to record your robot's final program:

Name: _____

Date: _____

Student Perceptions Survey

1. How much did you like doing these activities?



Not at all!



Not really



It was okay



Liked it



Loved it!

2. How much do you think the whole class liked doing these activities?



Not at all!



Not really



It was okay



Liked it



Loved it!

3. How much did you learn about coding?



Nothing!



A little bit



A fair amount



Quite a bit



Learned a lot!

4. How important do you think the things you learned are going to be to you later in life?



Not at all important!



Probably not



Maybe



Probably



Very important!

5. How would you feel if you had the chance to do this again?



Awful



Not very good



Okay



Pretty good



Great!

6. What was your favorite part about these activities?

Appendix D. Kinder Lab's Troubleshooting Tips

Getting started with KIBO

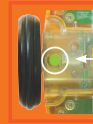


1. If this is your first time using your KIBO, insert 4 AA batteries into the battery case. The red scanner light will start blinking.

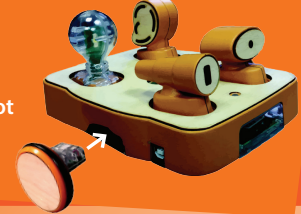


Screwdriver and batteries not included

2. Choose the motors, wheels, and sensors that you want to use. Insert the motors so that the green dot shows through KIBO's transparent bottom.



green dot



3. Sequence some blocks into a program. Every program needs a BEGIN block and an END block.

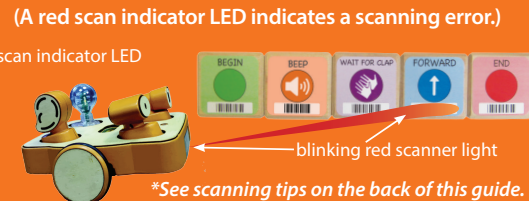


4. Push KIBO's triangular button to turn KIBO on. The red scanner light will blink.

KIBO will turn itself off if left alone for a few minutes.



5. Use KIBO to scan the bar codes on the programming blocks, left to right, one at a time*. If your scan was successful, KIBO will beep and the scan indicator LED will glow green after each block.



**See scanning tips on the back of this guide.*

6. Push KIBO's triangular button to tell KIBO to go!

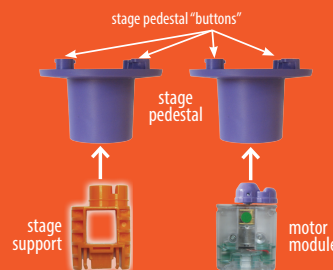
To re-run the program: push KIBO's button again.

To change your program: re-arrange the blocks, re-scan, and push KIBO's button. Watch KIBO go!

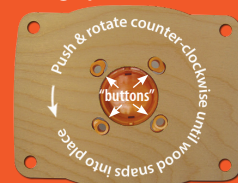


7. Decorate KIBO with the round or rectangular stage.

Insert stage support or motor module into stage pedestal



Insert the wood stage onto the stage pedestal buttons



Insert stage assembly into middle motor socket

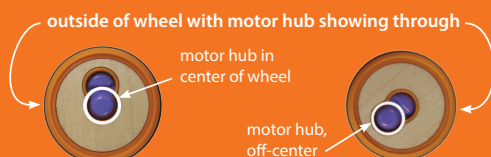
Decorate and play!



Fun things to try

Try inserting the motors "upside-down," with the green dot *not* showing and see what happens.

Insert the motors into the wheels so that the motors' axes are *off-center*, relative to the center of the wheels, and see what happens!



Check out more fun challenges and activity guides at <http://resources.kinderlabrobotics.com>.

Good things to know

KIBO's lights can tell you lots of useful things:

- KIBO's red scanner light and triangular button will blink when KIBO is ready to *scan* a program – OR – when KIBO is ready to *run* a program. The button will stop blinking while KIBO is scanning a program; the red scanner light will stop blinking while KIBO is running a program.

- When KIBO's triangular button blinks, it means that KIBO has a program stored in its memory. The triangular button will go dark while KIBO is scanning a new program, and also after inserting new batteries.

- You can put KIBO to sleep by pressing and holding the triangular button for several seconds.



Tips & Troubleshooting

Uh-oh ...

If the red scanner light is not blinking, it usually indicates a problem with the batteries. Remove and re-install the batteries. If that doesn't help, replace the batteries with new ones.

A tri-tone sound and a red scan LED means that an error occurred. KIBO may have mis-scanned, or there may be an error in your program. Try scanning again or re-arranging your blocks. Have fun experimenting!

If KIBO is turning left or right (or going backward) when it should be going forward, check the motors to make sure that the green dots are showing through KIBO's transparent bottom.

Programming tips

Make sure you plug in the sensors that your program needs! If you use the WAIT FOR CLAP block, you will need the "ear" (sound) sensor. If you use the LIGHT or DARK parameter cards, you will need the "eye" (light) sensor. If you use the NEAR or FAR parameter cards, you will need the "telescope" (distance sensor). If you use the RED/WHITE/BUE LIGHT ON blocks, you will need the light bulb.

Take care of your motor modules!

KIBO's motor modules are designed to turn KIBO's wheels; they are not designed to carry a lot of weight. So, please don't force KIBO to go faster than it wants, and don't push down on KIBO's body when its wheels and motors are installed.

These behaviors can damage the motor modules. Our warrantee doesn't cover damage caused by improper motor use.



Scanning tips

To scan, hold KIBO 2-4" away from the bar code. Shine the red scanner light onto the bar code. It's ok if the light is a little "bigger" than the bar code.

If KIBO won't scan, try changing KIBO's position slightly. Move it slightly closer or farther away from the block and try changing the angle a little bit.



This type of reflection can interfere with scanning.

If you're still having trouble scanning, notice if there is light reflecting from your stickers. Try moving away from direct overhead lighting and windows. Or, try scanning the sides of the blocks, instead of the top.



If scanning from the top isn't working ...

Try scanning from the side!



Join our KIBO community!

Sign up for our email newsletter for KIBO news, activity ideas, classroom tips, and more, at <http://kinderlabrobotics.com>



Visit us on Facebook <http://facebook.com/KinderLabRobotics>



Follow us on Twitter: @KinderLabRobot



KIBO 18 robot kit contents



KIBO body



light output:
light bulb



distance sensor:
telescope



sound sensor:
ear



light sensor:
eye



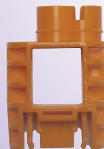
parameter cards
(12)



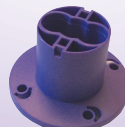
motor
modules (3)



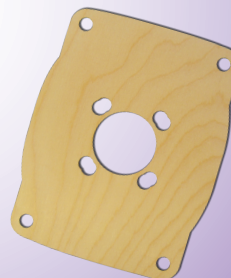
wheels (2)



stage
support



stage
pedestal



rectangular
stage



round
stage



programming blocks (18)

Colors of some components may vary.
Additional parts available at shop.kinderlabrobotics.com
Complete parts list at kinderlabrobotics.com/compare

Appendix E. Hay Un Balde En El Fondo De La Mar Text

Hay Un Balde En El Fondo De La Mar

Hay un **BALDE** en el fondo de la mar
Hay un **BALDE** en el fondo de la mar,
hay un **BALDE** en el fondo de la mar.
Hay un **BALDE**, hay un **BALDE**,
hay un **BALDE** en el fondo de la mar.

Hay un **PALO** en el **BALDE** en el fondo de la mar,
hay un **PALO** en el **BALDE** en el fondo de la mar.
Hay un **PALO**, hay un **PALO**,
hay un **PALO** en el **BALDE** en el fondo de la mar.

Hay un **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar,
hay un **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.
Hay un **GANCHO** , hay un **GANCHO**,
hay un **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.

Hay una **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar,
hay una **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.
Hay una **PERCHA**, hay una **PERCHA**,
hay una **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.

Hay un **SACO** en la **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar,
hay un **SACO** en la **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.
Hay un **SACO**, hay un **SACO**,
hay un **SACO** en la **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.

Hay un **bolsillo** en el **SACO** en la **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.
hay un **bolsillo** en el **SACO** en la **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.
Hay un **bolsillo**, hay un **bolsillo**,
hay un **bolsillo** en el **SACO** en la **PERCHA** en el **GANCHO** en el **PALO** en el **BALDE** en el fondo de la mar.

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